



Trumps Green Infant School

Inclusion Handbook

Identification of need flow chart

1) Initial concerns

Initial concerns raised around development, access to learning or progress in general at termly

- ❖ Initial concerns form completed
- ❖ Class teacher observes impact of QFT strategies and interventions
- ❖ Evidence gathered – classroom strategies trialled, pupil voice, observations, work samples / data
- ❖ Assess, Plan, Do, Review cycle completed for ½ term
- ❖ ABC chart is used to document behaviour occurrences

CT meets with parents/carers
Discuss and share concerns
Discuss QFT strategies being used
Agree to monitor

Begin Assess Plan Do Review cycle
Gather evidence of impact

CT monitors progress over half term
Compare against baseline assessments

Return to universal provision

Is the child making progress?
Yes
No

2) Monitoring register
❖ ISP documents and track impact over ½ term
❖ Targets and progress shared 1-2 cycles completed

Remove from monitoring list
Complete APDR cycle
Return to universal provision







Is the child making progress?
Yes
No

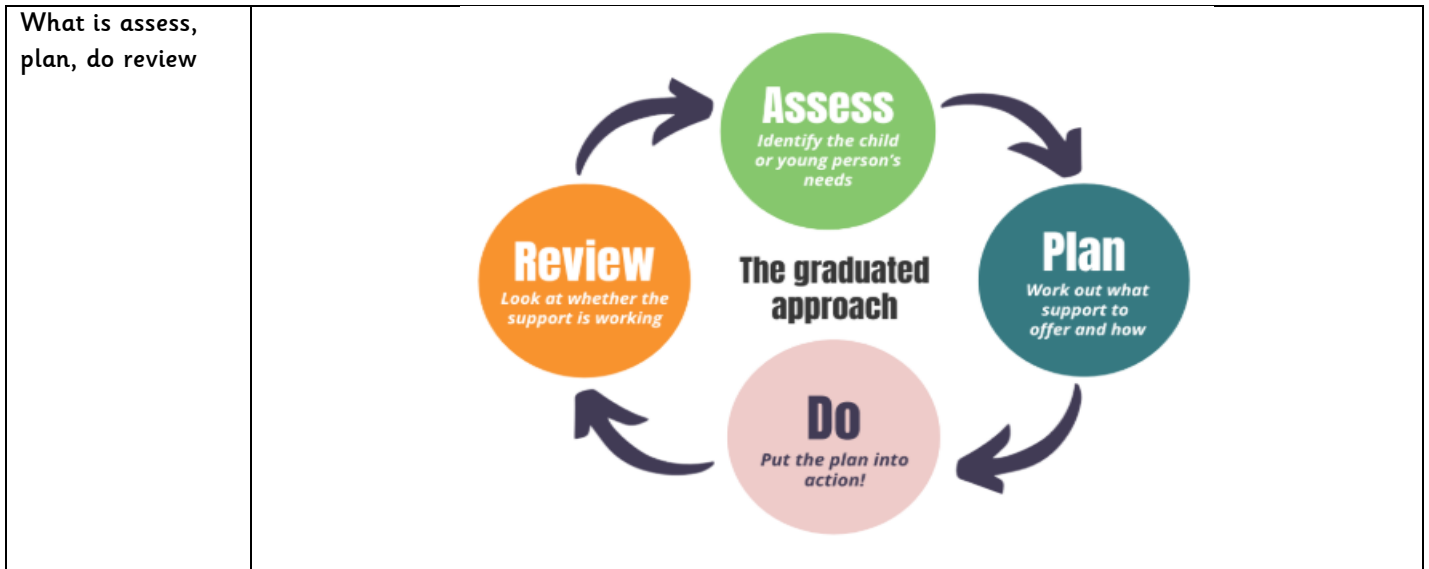
3) SEN Support
Child meets SEND code of practice threshold
Add to SEND register
Refer to external agencies if relevant

Complete APDR cycle
Meet with parents
Remove from SEND register
Return to universal provision

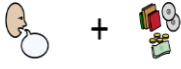

Is the child making progress after 2 cycles?
Yes
No



4) Refer to external agencies
Consider EHCP statutory assessment

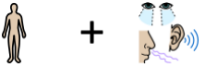





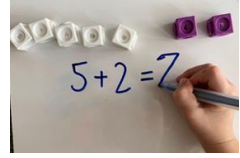
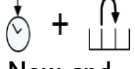

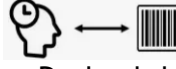


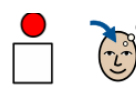






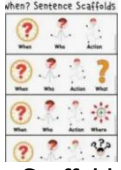
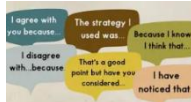
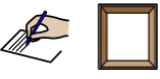




<p>What is SEND?</p>  <p>SEN</p>	<p>A child has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability that requires special educational provision to be made for them, as defined in the SEN Code of Practice.</p> <p>A disability, under the Equality Act, is a physical or mental impairment that has a long-term (12 months or more) and substantial impact on a child's ability to carry out normal daily activities. This includes sensory impairments (e.g. hearing or vision difficulties) and long-term medical conditions such as asthma, diabetes or epilepsy.</p> <p>https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</p>	
<p>What does this mean for Trumps Green?</p> 	<p>Schools must:</p> <ul style="list-style-type: none"> • Use their best endeavours to meet the needs of pupils with SEND. • Ensure pupils with SEND can engage in activities alongside their peers. • Appoint a qualified SENCO. • Inform parents when special educational provision is being made. • Monitor the progress of pupils with SEND as part of whole-school performance management. <p>Special educational provision means provision that is additional to or different from the high-quality, differentiated teaching available to all pupils.</p> <p>High-quality teaching remains the first and most important support for pupils with SEND, and staff development must reflect this commitment to inclusive practice.</p>	
<p>What are the 4 areas of need?</p>		<p>Cognition and Learning</p> <p>This might include difficulties with reading and spelling, learning new information and concepts, working with numbers, working memory and concentration</p>
	<p>Communication and Interaction</p> <p>Difficulties might include understanding or using language and communicating socially with others</p>	
	<p>Social, Emotional and Mental Health</p> <p>This might include difficulties such as experiencing high anxiety, stress, distress or anger</p>	
	<p>Sensory and Physical</p> <p>This might include sensory processing difficulties affecting movement and co-ordination, physical disabilities, sensory sensitivities and sensory impairment</p>	

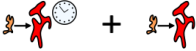



	Social, Emotional and Mental Health	Communication and Interaction	Cognition and Learning	Physical and Sensory
<p>Example needs</p>	<p>Anxiety / Depression</p> <p>Attention deficit disorder</p> <p>Attention deficit hyperactive disorder</p> <p>Attachment disorder</p> <p>Eating disorders</p> <p>Trauma</p>	<p>Developmental Language Disorder (DLD)</p> <p>Autistic Spectrum Condition (ASC/ASD)</p> <p>Pathological Demand Avoidance</p> <p>Selective mutism / pragmatic communication difficulties</p>	<p>Specific Learning Difficulties eg dyslexia, dyscalculia, dyspraxia</p> <p>Moderate learning difficulties</p> <p>Severe Learning Difficulties</p> <p>Profound and Multiple Learning Difficulties</p>	<p>Visual impairment (VI)</p> <p>Physical impairment (PI)</p> <p>Multi-sensory impairment (MSI)</p> <p>Physical Disability (PD)</p>
<p>Assessment tools</p>	<p>ABC chart</p> <p>ELKLAN Social Communication Pragmatic Skills Checklist</p> <p>PERMA</p> <p>Identifying need bubble</p> <p>Surrey Ed Psych 5ps</p>	<p>Ox Ed Language Screen</p> <p>STIP - Social Communications Difficulties checklist</p> <p>STIP – Thriving, connecting and engaging</p> <p>Surrey speech screen</p> <p>BELL EAL Assessment</p> <p>Test of Abstract Language Comprehension</p> <p>ELKLAN -Blank levels</p> <ul style="list-style-type: none"> - Information carrying words -Working memory -Abstract language - Speech and Language Communication checklist 	<p>Surrey Phonological awareness assessment</p>	<p>OT Sensory flow chart</p> <p>OT Seating flow chart</p> <p>OT Gross motor flow chart</p> <p>OT Perception flow chart</p> <p>OT Handwriting flow chart</p>

<p>Interventions / resources</p> 	<p>ELSA</p> <p>Emotions Coaching</p> <p>Zones of Regulation</p> <p>Sensory Circuits</p> <p>Attention bucket</p> <p>Barnardos Celebrating and Inspiring children who do it differently</p> <p>ELCI</p> <p>Therapeutic treasure chest</p> <p>Hidden Chimp – Professor Steve Peters</p> <p>Dr Karen Treisman Big Feelings Stories</p> <p>Mindful talk cards</p> <p>Paediatric Occupational Therapy Primary School resource pack</p>	<p>Freemantle’s outreach</p> <p>NELI</p> <p>Speech and Language</p> <p>Elklan intervention</p> <p>Language builder for autistic pupils</p> <p>Widgit</p> <p>ALD boards</p> <p>PECs</p> <p>Comic strip conversations</p> <p>Barrier games</p> <p>Selective mutism resource manual</p>	<p>Essex Works The Ultimate Guide to Phonological awareness</p> <p>Hertfordshire Phonological awareness pack</p> <p>Little Wandle Keep up</p> <p>Little Wandle Rapid Catch up</p> <p>Little Wandle SEND</p> <p>Number Stacks</p> <p>Hornet / toe-to toe</p> <p>Black sheep</p> <p>Clicker</p>	<p>Visual impairment team</p> <p>Habilitation team</p> <p>Physio</p> <p>Sensory circuits</p> <p>Paediatric Occupational Therapy Primary School resource pack</p>
<p>Trumps Green OAP</p> 	<p>Relational approach</p> <p>Ear defenders</p> <p>Weighted blankets</p> <p>Thera bands</p> <p>Fiddle aids</p> <p>Movement breaks</p> <p>Visuals</p> <p>Now and next</p> <p>Wobble stool</p> <p>Timers</p> <p>Social stories</p> <p>Comic strip conversations</p> <p>Friendship buddies</p> <p>Calm zones</p> <p>Time out card</p> <p>Calm scripts</p> <p>Intensive interaction</p> <p>Risk assessment</p> <p>Personal reward system</p>	<p>Child cued in by name</p> <p>Visual prompts</p> <p>Now and next</p> <p>Choice boards</p> <p>Visual timetable</p> <p>Colourful semantics</p> <p>Processing time</p> <p>Cued articulation</p> <p>Makaton / gestures</p> <p>Regular check ins of understanding</p> <p>Pre-teaching vocabulary</p> <p>ALD boards</p> <p>PECs</p> <p>Instruction boards</p> <p>Word banks</p> <p>Pre-teaching</p> <p>Scaffolds</p> <p>Individual work stations</p>	<p><u>D</u>irect teaching / explicit modelling</p> <p>Task boards</p> <p>Backward chaining</p> <p>Adjustment / modification / differentiation of learning</p> <p>TEACCH trays</p> <p>Pre-teaching</p> <p>Widgit</p> <p>Clicker</p> <p>Colourful semantics</p> <p>Word banks</p> <p>Pre-teaching</p> <p>Scaffolds</p> <p>Precision</p> <p>Movement breaks</p> <p>Chunking of learning</p> <p>Modelled examples</p> <p>Retrieval practice</p> <p>Manipulatives</p>	<p>Targeted placement</p> <p>Regular check ins</p> <p>Visual reinforcements</p> <p>Individual work stations</p> <p>Adapted materials</p> <p>Slanted desk</p> <p>Adapted environment</p> <p>Ear defenders</p> <p>Chew toys</p> <p>PEEP</p> <p>Risk assessment</p> <p>Fiddle aids</p> <p>Risk assessments</p> <p>PEEPs</p> <p>Sensory boxes</p> <p>Individual lunch option</p>

	Safe space Positive scripts Instructions board		Precision teaching	
Characteristics of good practice				
High Quality Teaching 	<ul style="list-style-type: none"> • Parents and carers are aware of their child's learning needs, the support, and any individually tailored interventions in place. • Children are aware of their own learning needs, the support in place, as well as any additional support that may be available to them. • Children are informed when they are accessing interventions, and when the intervention has come to an end, so that there is an opportunity to reflect on the learning and to plan next steps. • Targets are coproduced and reviewed with parents, carers and the children themselves. • Children are supported to understand the difficulties they are experiencing and the strategies they can use to overcome these difficulties. • Children understand and can contribute to the targets they are working to achieve. • Child's strengths and aspirations are key to the support put in place. • The parent and children's expertise are actively sought to inform strategies of support 			
Pastoral Care 	<ul style="list-style-type: none"> • Children feel they are listened to, heard, and treated with respect. • There is a calm and purposeful learning environment where children belong, feel welcome, and that their contributions are valued • Children can identify an agreed safe space that they can access and use when they need it. • Relationships are at the heart of the school's culture. • Relational and Restorative Practice is evidenced through the school values, behaviour and teaching and learning policies. • Everyone in the school community demonstrates positive regard for each other. • The school/setting fosters a culture of self-help, cooperation, and collaboration. • A range of strategies are used to promote peer support. • PSHE (Personal, Social, Health and Economic) education is proactively planned to help develop a sense of belonging, self-esteem, health and wellbeing along with skills to develop social and emotional literacy, assertiveness, decision making and resilience. • Children have opportunities to understand their own needs and reflect on the needs of others • Peer awareness and sensitivity towards difference e.g., SEND and protected characteristics, are raised at a whole school level. • Work is then carried out with classes and groups regarding specific needs or conditions as appropriate. • Difference is accepted with all children included and represented across all aspects of school life. • The language used in school/setting is positive and encouraging • Unconscious bias training is available for all staff • Children know a trusted adult/teacher/person they can talk to when they have a concern. They know how, where and when they can reach them. • The setting promotes positive attitudes, beliefs and practices towards individuals and groups • The staff in the setting model positive attitudes, beliefs, and practices. • The views of children are sought regularly to identify and implement improvements. • Children are ready to learn before teaching begins and teachers are equipped with a collection of strategies for this • Staff and teachers listen so that children, parents and carers feel that they have been heard, and their concerns have been acknowledged and addressed accordingly 			

<p>Physical and Sensory Environment</p> 	<ul style="list-style-type: none"> • All settings have an accessibility plan which is published on their website. • Reasonable adjustments are made according to individual needs. • The furniture is the appropriate size and height for the child. • Extra-curricular activities and educational visits are planned to fully include children with SEND (in line with the Equality Act 2010), including those with social, emotional and mental health (SEMH) and physical disabilities • Children's views are routinely sought and are used to inform in planning for physical or sensory adaptations that they may require <p>The following adjustments have been considered and applied where appropriate:</p> <ul style="list-style-type: none"> • Seating arrangements • • Movement breaks • • Equipment • • Environmental modifications e.g., reduced sensory overload, lighting, displays. • • Presentation of materials e.g., text size, colour, background. • • Noise management e.g., noise cancelling headphones, a quiet area to work. • • Access to alternative spaces e.g., due to smell or noise. • • Flexible uniform policy 				
<p>Teaching and Learning</p> 	<ul style="list-style-type: none"> • Practitioners carry out assessments through teaching, screening tools and standardised assessments so that they understand the child's strengths and if there are gaps in learning. • Practitioners use this information to coproduce targets and interventions with the child and family carers <p>Strategies to support adaptive teaching include:</p>				
 <p>Visual timetable</p>	 <p>Colourful semantics</p>	 <p>Backward chaining</p>	 <p>Talking postcards</p>	 <p>Concrete apparatus</p>	
 <p>Now and next board</p>	 <p>Small steps</p>	 <p>Dual coded vocabulary cards</p>	 <p>Pre-teaching</p>	 <p>Sticky learning</p>	
 <p>Over learning</p>	 <p>Chunking</p>	 <p>Modelled examples</p>	 <p>Adaptive tasks and success criteria</p>	 <p>Word banks</p>	
 <p>Videos, images, music</p>	 <p>Task boards</p>	 <p>Scaffolded sentences</p>	 <p>Stem sentences</p>	 <p>Writing frames</p>	
 <p>Widgit</p>	 <p>Clicker</p>	 <p>Targeted questions</p>	<p>Sentence starters</p>	 <p>Simplified versions</p>	

<p>Transitions and Change</p> 	<ul style="list-style-type: none"> • Schools get to know new children in advance through discussion with parents and previous settings the child may have attended • Parents know what to expect and who to speak to if they have any questions. • Children know what to expect and who to speak to if they have any questions. • Enhanced induction offers for some pupils this might include photos of school, photos of staff, examples of a typical day, social stories, • Enhanced visits and additional transition documents for children who need it for those moving school • Safe space available within the classroom or an identified area of the school for time to re-regulate • Visual timetables are used, events are removed or ticked off when finished. • Timers are used to show children how long they have to work for, and how long they have to finish. • Opportunities for periods of respite using withdrawal to smaller groups. This may include self-directed / individual time-out.
<p>Relational Practice</p> 	<p>Build strong relationships:</p> <ul style="list-style-type: none"> • Prioritise getting to know children and colleagues • Show genuine interest in their lives and experiences <p>Create safe spaces:</p> <ul style="list-style-type: none"> • Ensure that children feel respected and understood • Foster an environment where children feel safe to express themselves and take risks in learning <p>Listen with purpose:</p> <ul style="list-style-type: none"> • Actively listen to children's concerns and needs • Validate children's feelings and experiences. This will help build trust <p>Model positive behaviour:</p> <ul style="list-style-type: none"> • Demonstrate the behaviour you would like to see from children • Show kindness, open-mindedness, empathy, in your interactions <p>Collaborate with families and colleagues:</p> <ul style="list-style-type: none"> • Work together to provide consistent support for children • Engage parents and external agencies to create a unified approach <p>Understand and respond to behaviour:</p> <ul style="list-style-type: none"> • Understand behaviour is a form of communication • Address underlying needs rather than just managing symptoms <ul style="list-style-type: none"> • Relational practice is about proactive relationship building and maintenance, reducing conflict and enabling resolution and repair. Relational communities seek to understand behaviour, show curiosity and acknowledge all behaviour as a form of communication. Having well established positive relationships with children and families leads to a secure foundation on which to build when additional support is needed. When additional support is needed it is provided in a restorative way where everyone is involved in what happens next and in deciding how to move forward.

High quality teaching benefits pupils with SEND

The 'Five-a-day' principle



The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



THE 'FIVE-A-DAY' PRINCIPLE Scaffolding



What is it?



Scaffolding is one of the five evidence-based approaches—a 'Five-a-day'—that the EEF's guidance report, *Special Educational Needs in Mainstream Schools*, recommends to support pupils with SEND to make good academic progress.

Consider how you can provide scaffolds in a way that reduces stigma, promotes independence and reduces over time.

“Scaffolding is a metaphor for temporary support that is removed when no longer required. It may be visual, verbal or written.”

SEN in Mainstream guidance report, EEF, 2020

What can it look like in practice?

For example:

Visual



Visual scaffolds may support a pupil to know what equipment they need, the steps they need to take or what their work should look like.

- A task planner
- A list of the steps a pupil needs to take
- Model examples of work
- Images that support vocabulary learning



Verbal



Providing a verbal scaffold may involve reteaching a tricky concept to a group of pupils, or using questioning to identify and address any misconceptions.

- "Let's look at this together..."
- "What have you done before, that will help you with this task?"
- "Don't forget, your work needs to include..."



Written



A written scaffold will typically be provided for a pupil to support them with an independent written task. It could be the notes made on the whiteboard during class discussion; it could even be the child's own previous work used to support their recall.

- A word bank
- A writing frame
- Sentence starters



What does the evidence say?

HLP15—Provide scaffolded supports:

Scaffolded supports provide temporary assistance to students so they can successfully complete tasks that they cannot yet do independently and with a high rate of success. Teachers select powerful visual, verbal and written supports; carefully calibrate them to students' performance and understanding in relation to learning tasks; use them flexibly; evaluate their effectiveness; and gradually remove them once they are no longer needed. Some supports are planned prior to lessons and some are provided responsively during instruction.

“In your classrooms, respond to need—what is the pupil's barrier, what will scaffold that barrier and how will you adjust the strategy if you need to? Consider how long you need to do this for, and how intensely you need to do it.”

Kelly Ashford, Deputy Headteacher, Wells Hall Primary

Figure 67 McLeskey et al. (2017)—high-leverage practice 15 SEN in Mainstream



Trumps Green Infant School Initial Concern Form

Child's name:		Class:	Date of birth:
Date of referral:		PPG EAL GRT LAC CIN CP Early Help Previously known to social care Other barriers to learning	
Area of concern: <input type="checkbox"/> Cognition & Learning <input type="checkbox"/> Communication & Interaction <input type="checkbox"/> SEMH <input type="checkbox"/> Sensory/Physical		Phonics data	
		Reading	
		Writing	
		Maths	
Pupil Pen Portrait – strengths, home context, relevant history			
Highlight areas of concern:			
Communication and Interaction Listening skills Receptive language Pronunciation Expressive language Vocabulary Working memory Attention Categorisation		English Phonics Spelling Handwriting Comprehension Sentence structure Word placement	Maths Number recognition 1-1 correspondence Ordering Patterns Subitising Cardinality Counting forwards Counting backwards
SEMH Dysregulation Language Friendship issues Defiance Low self-esteem Ability to cooperate with peers Anxiety Trauma		Learning behaviours Independence Learning stamina Asking for help Resilience Retaining information Attention Executive function Engagement	Physical / Sensory Physicality Ability to sit Response to sensory input Sensitivity to sound/touch Medical Gross motor skills Fine motor skills Self-care Food

Summary of Concern:

Concern:

QFT strategies being used:

Impact:

Parent view:

Agreed actions:

- SENCo / Class Teacher meeting with parent / carer
- Further assessment required
- Further adaptations required
- Complete one page profile
- Place on SEND Register
- Refer to STIP
- Refer to SLT
- Refer to OT
- Refer to Freemantles

Next review meeting:

Year Planner

Month	What happens
September	<p>Ensure all SEN information for new class is gathered and interventions are put into place in the first 2 weeks.</p> <p>Add interventions to your timetables</p> <p>Update Class Provision Map.</p> <p>Set any ELSA targets</p> <p>Meet with SENCO to discuss class need</p>
October	<p>Discuss class provision with parents at parents evening</p> <p>Review feedback from interventions</p> <p>Assess keep up / number stacks children</p> <p>Review any ELSA targets</p>
November	<p>Review and update provision map</p> <p>Set any ELSA targets</p>
December	<p>Review feedback from interventions</p> <p>Assess ISPs and set new targets, share with parents</p> <p>Assess keep up / number stacks children</p> <p>Review any ELSA targets</p>
January	<p>Review and update provision map</p> <p>Set any ELSA targets</p> <p>Meet with SENCO to review class need and provision</p>
February	<p>Discuss class provision and progress with parents at parents evening</p> <p>Review and update provision map</p>
March	<p>Assess ISPs and set new targets, share with parents</p> <p>Assess keep up / number stacks children</p> <p>Review any ELSA targets</p>
April	<p>Review and update provision map</p> <p>Set any ELSA targets</p> <p>Meet with SENCO to review class need and provision</p>
May	
June	Prepare transition booklet ready for move up date
July	<p>Assess keep up / number stacks children</p> <p>Review any ELSA targets</p> <p>Transition meeting with previous teacher.</p> <p>Assess ISPs and set new targets and share with parents and new class teacher ready for September start</p>

Foundation Subject Adaptations

Refer to full subject adaptation documents

PE

- Adaptive equipment eg bell balls, large balls for those with co-ordination difficulties
- Break activities into smaller steps
- Use PE buddies to guide partners
- Provide options
- Use visual prompts / dual coding
- Provide visual examples

History

- Pre-teach vocabulary using dual-coding
- Use of first-hand experiences where possible
- Adapt learning to pupils need
- Provide scaffolds / word banks
- Break activities into smaller steps
- Provide modelled examples
- Use visual prompts / dual coding
- Provide modelled examples
- Offer alternative recording options
- Use a physical timeline to support understanding of time

Music

- Allow time to familiarise with instruments
- Break activities into smaller steps
- Use music buddies to guide partners
- Provide options
- Use visual cues / dual coding / pre-teaching
- Provide visual examples
- Provide sensory breaks
- Offer use of ear defenders
- Offer use of fidget aids
- Place pupils according to hearing needs

Geography

- Pre-teach vocabulary
- Use visual prompts / dual coding
- Use of first-hand experiences where possible
- Adapt learning to pupils need
- Provide scaffolds / word banks
- Break activities into smaller steps
- Provide modelled examples
- Offer alternative recording options
- Ensure maps / atlases/ photographs are clearly labelled
- Use audio descriptions

Art / DT

- Adaptive equipment eg larger paint brushes, pencils, adapted scissors for those with co-ordination difficulties
- Ensure appropriate space
- Consider sensory sensitivities and provide alternatives
- Break activities into smaller steps
- Use Art / DT buddies to guide partners
- Encourage experimentation
- Use visual prompts / dual coding
- Provide visual examples
- Provide pre-exposure opportunities to materials
- Provide sensory breaks

PSHE / RE

- Pre-teach vocabulary
- Use a multi-sensory approach
- Offer alternative recording options
- Adapt learning to pupils need
- Provide scaffolds / word banks
- Break activities into smaller steps
- Provide modelled examples
- Use visual prompts / dual coding

Science

- Pre-teach vocabulary using dual-coding
- Use a multi-sensory approach
- Offer alternative recording options
- Adapt learning to pupils need
- Provide scaffolds / word banks
- Break activities into smaller steps
- Provide modelled examples
- Use visual prompts / dual coding

Computing

- Pre-teach vocabulary using dual-coding
- Be aware of sensory response to glare
- Use assistive technology / software where appropriate
- Use a multi-sensory approach
- Offer alternative recording options
- Adapt learning to pupils need
- Provide scaffolds / word banks
- Break activities into smaller steps
- Provide modelled examples
- Use visual prompts / dual coding
- Provide modelled examples