



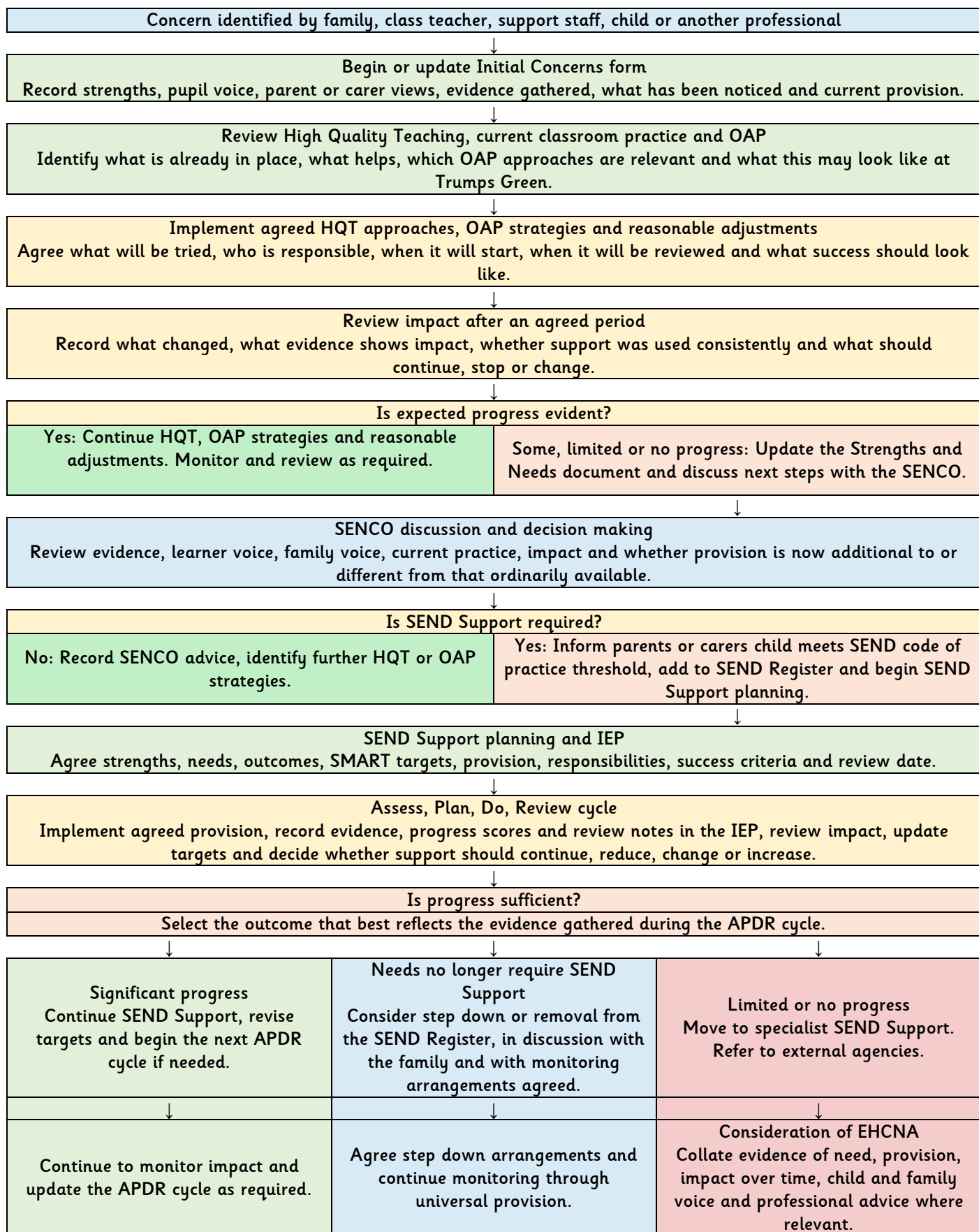
Trumps Green Infant School

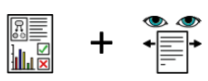
Inclusion Handbook

Contents

Inclusion Handbook	1
Graduated Response Flow Chart	3
Guidance for Graduated Response	4
Questions for the Class Teacher	4
SENCO Review Questions.....	5
Enhanced SEND Support	6
Specialist Advice and Support Services May Include.....	6
SEND at Trumps Green Infant School	7
Characteristics of good practice	10
5 a day principal	14
Scaffolding.....	15
Trumps Green Infant School Initial Concern Form.....	Error! Bookmark not defined.
Year Planner	21

Graduated Response Flow Chart



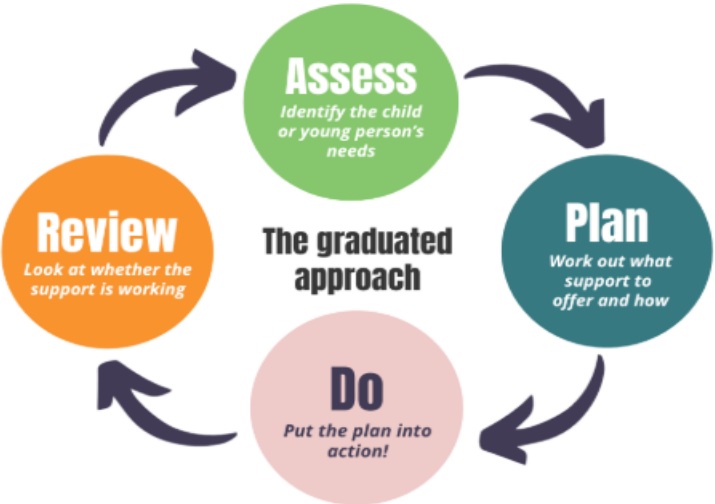
Guidance for Graduated Response	
Identify concern 	Class Teacher Actions - Record the concern clearly and factually. - Complete or update the Evidence Gathered section to show what information has informed thinking. - Capture strengths, interests, motivators, relationships, communication, independence and approaches that already help the pupil. - Gather pupil voice in a way that is accessible and meaningful for the pupil - Record what has been noticed across learning, communication, relationships, wellbeing and participation.
Meet with parents/carers record on Initial Concerns Form 	- Explore the nature of the concerns. - Share and gather information about strengths, interests and what is working well. - Gather parent or carer views about strengths, concerns, what works well at home and anything school should understand and any relevant context from home - Discuss the pupil's views where appropriate. - Agree what will be tried next and how impact will be reviewed.
Review Current Practice 	Questions for the Class Teacher - What is the learner finding difficult to access or participate in? - What strengths, interests or motivators could be used to support engagement? - Which OAP approaches are relevant - What strategies are already in place? - What appears to help this learner? - What whole class approaches may support this learner? - Are strategies and adaptations being implemented consistently by all adults? - What further information do we need? - How will we know whether the strategy or adaptation has had an impact?
Record and Review Impact 	- Record the strategies, adaptations or provision that will be tried. - Record who is responsible for implementation. - Record when the support will start and when it will be reviewed. - Agree what success should look like. - Allow an agreed period for implementation, for example 2 to 3 weeks. - Review what changed after the strategy or adaptation was introduced. - Record what evidence shows impact. - Consider whether the strategy was used consistently and for long enough to review impact. - Agree what should continue, stop or change. Update the Review and Next Steps section of the Strengths and Needs document

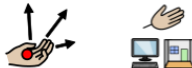
Senco review meeting 	SENCO Review Questions <table><tr><th>Area for review</th><th>Questions to consider</th></tr><tr><td colspan="2">Understanding need</td></tr><tr><td>Strengths, needs and barriers</td><td>Are the learner's strengths, needs and barriers clearly identified?</td></tr><tr><td>Need led support</td><td>Is support being driven by identified need rather than a diagnosis or label?</td></tr><tr><td colspan="2">Evidence and views</td></tr><tr><td>Evidence gathered</td><td>Does the Evidence Gathered section show what information has informed current thinking?</td></tr><tr><td>Learner and parent or carer views</td><td>Are learner voice and parent or carer views included?</td></tr><tr><td colspan="2">Classroom practice and impact</td></tr><tr><td>Current practice and OAP</td><td>Has current classroom practice and OAP been reviewed, including what this looks like at Trumps Green?</td></tr><tr><td>Consistency of implementation</td><td>Have appropriate HQT strategies and adaptations been implemented consistently?</td></tr><tr><td>Review period</td><td>Has enough time been allowed to review impact?</td></tr><tr><td>Impact evidence</td><td>Is there evidence of what changed, what helped and what should continue, stop or change?</td></tr><tr><td colspan="2">Decision making</td></tr><tr><td>Support requested</td><td>Has the class teacher clearly identified what support, advice or discussion is being requested?</td></tr><tr><td>Threshold for SEND Support</td><td>Is provision now required that is additional to or different from that ordinarily available for most learners of the same age?</td></tr></table>	Area for review	Questions to consider	Understanding need		Strengths, needs and barriers	Are the learner's strengths, needs and barriers clearly identified?	Need led support	Is support being driven by identified need rather than a diagnosis or label?	Evidence and views		Evidence gathered	Does the Evidence Gathered section show what information has informed current thinking?	Learner and parent or carer views	Are learner voice and parent or carer views included?	Classroom practice and impact		Current practice and OAP	Has current classroom practice and OAP been reviewed, including what this looks like at Trumps Green?	Consistency of implementation	Have appropriate HQT strategies and adaptations been implemented consistently?	Review period	Has enough time been allowed to review impact?	Impact evidence	Is there evidence of what changed, what helped and what should continue, stop or change?	Decision making		Support requested	Has the class teacher clearly identified what support, advice or discussion is being requested?	Threshold for SEND Support	Is provision now required that is additional to or different from that ordinarily available for most learners of the same age?
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	Review	What progress has been made? What evidence shows impact? What does the learner say? What does the family say? Should provision continue, reduce, change or increase?	ISP review, progress information, evidence notes, learner voice, family voice, evidence of impact and next steps linked to the progress decision in the main flow chart.
Review, step down or Specialist SEND support 	Enhanced SEND Support • SENCO undertakes further observations, assessments or provision review if required. • SENCO checks whether agreed strategies have been implemented with consistency and fidelity. • Specialist consultation may be sought where appropriate. • Recommendations from specialist services should be added to the child's IEP where appropriate, implemented as agreed and reviewed for impact through a further APDR cycle before considering whether an EHC needs assessment may be needed. Specialist Advice and Support Services May Include • Educational Psychology. • Specialist Teachers for Inclusive Practice (STIP) • Freemantles Outreach. • Occupational Therapy. • Speech and Language Therapy. • Health services.		

SEND at Trumps Green Infant School

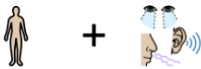
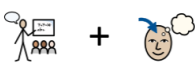
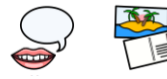
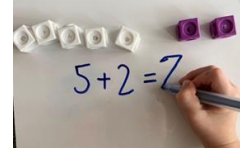
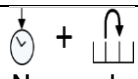
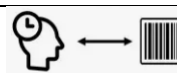
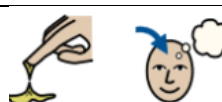
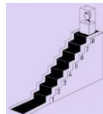
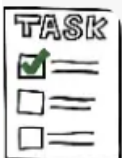
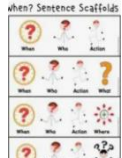
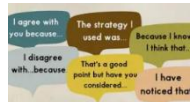
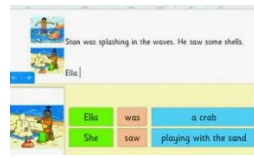
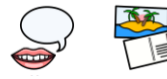
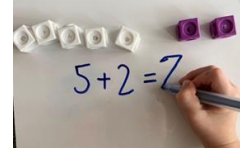
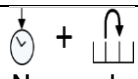
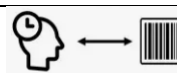
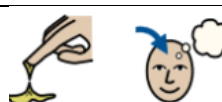
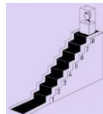
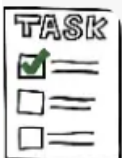
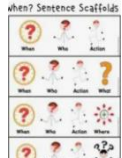
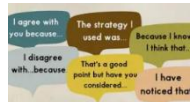
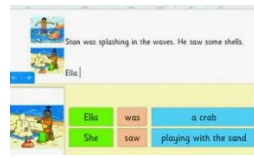
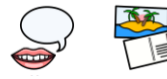
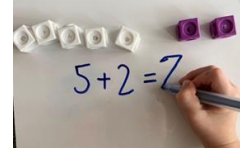
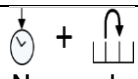
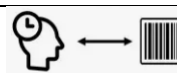
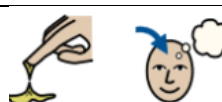
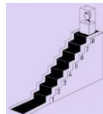
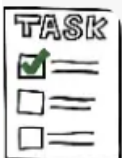
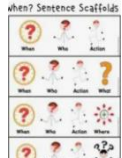
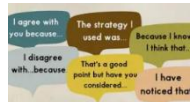
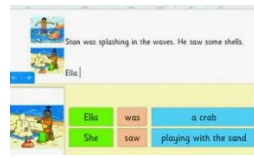
What is SEND? 	A child has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability that requires special educational provision to be made for them, as defined in the SEN Code of Practice. A disability, under the Equality Act, is a physical or mental impairment 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. https://www.gov.uk/government/publications/send-code-of-practice-0-to-25		
What does this mean for Trumps Green? 	Schools must: • 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. Special educational provision means provision that is additional to or different from the high-quality, differentiated teaching available to all pupils. High-quality teaching remains the first and most important support for pupils with SEND, and staff development must reflect this commitment to inclusive practice.		
What are the 4 areas of need?		Cognition and Learning This might include difficulties with reading and spelling, learning new information and concepts, working with numbers, working memory and concentration	
		Communication and Interaction Difficulties might include understanding or using language and communicating socially with others	
		Social, Emotional and Mental Health This might include difficulties such as experiencing high anxiety, stress, distress or anger	
		Sensory and Physical This might include sensory processing difficulties affecting movement and co-ordination, physical disabilities, sensory sensitives and sensory impairment	

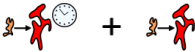
What is assess, plan, do review				
	Social, Emotional and Mental Health	Communication and Interaction	Cognition and Learning	Physical and Sensory
Example needs 	Anxiety / Depression Attention deficit disorder Attention deficit hyperactive disorder Attachment disorder Eating disorders Trauma	Developmental Language Disorder (DLD) Autistic Spectrum Condition (ASC/ASD) Pathological Demand Avoidance Selective mutism / pragmatic communication difficulties	Specific Learning Difficulties eg dyslexia, dyscalculia, dyspraxia Moderate learning difficulties Severe Learning Difficulties Profound and Multiple Learning Difficulties	Visual impairment (VI) Physical impairment (PI) Multi-sensory impairment (MSI) Physical Disability (PD)
Assessment tools 	ABC chart ELKLAN Social Communication Pragmatic Skills Checklist PERMA Identifying need bubble Surrey Ed Psych 5ps	OxEd Language Screen STIP - Social Communications Difficulties checklist STIP – Thriving, connecting and engaging Surrey speech screen BELL EAL Assessment Test of Abstract Language Comprehension ELKLAN -Blank levels - Information carrying words -Working memory -Abstract language - Speech and Language	Surrey Phonological awareness assessment	OT Sensory flow chart OT Seating flow chart OT Gross motor flow chart OT Perception flow chart OT Handwriting flow chart

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

	Risk assessment Personal reward system Safe space Positive scripts Instructions board	Individual work stations	Modelled examples Retrieval practice Manipulatives Precision teaching	
Characteristics of good practice				
High Quality Teaching 	• Parents and carers are aware of their child's learning needs, the support, and any individually tailored interventions in place. • OAP is matched to the learner's presenting strengths, needs and barriers and not to a diagnosis or label • 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 	• 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
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Physical and Sensory Environment 	• 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 The following adjustments have been considered and applied where appropriate: • 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																									
Teaching and Learning 	• 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 Strategies to support adaptive teaching include: <table><tr><td>  Visual timetable </td><td>  Colourful semantics </td><td>  Backward chaining </td><td>  Talking postcards </td><td>  Concrete apparatus </td></tr><tr><td>  Now and next board </td><td>  Small steps </td><td>  Dual coded vocabulary cards </td><td>  Pre-teaching </td><td>  Sticky learning </td></tr><tr><td>  Over learning </td><td>  Chunking </td><td>  Modelled examples </td><td>  Adaptive tasks and success criteria </td><td>  Word banks </td></tr><tr><td>  Videos, images, music </td><td>  Task boards </td><td>  Scaffolded sentences </td><td>  Stem sentences </td><td>  Writing frames </td></tr><tr><td>  Widgit </td><td>  Clicker </td><td>  Targeted questions </td><td> Sentence starters </td><td>  Simplified versions </td></tr></table>	 Visual timetable	 Colourful semantics	 Backward chaining	 Talking postcards	 Concrete apparatus	 Now and next board	 Small steps	 Dual coded vocabulary cards	 Pre-teaching	 Sticky learning	 Over learning	 Chunking	 Modelled examples	 Adaptive tasks and success criteria	 Word banks	 Videos, images, music	 Task boards	 Scaffolded sentences	 Stem sentences	 Writing frames	 Widgit	 Clicker	 Targeted questions	Sentence starters	 Simplified versions
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Transitions and Change 	- 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.				
Relational Practice 	Build strong relationships: - Prioritise getting to know children and colleagues - Show genuine interest in their lives and experiences Create safe spaces: - Ensure that children feel respected and understood - Foster an environment where children feel safe to express themselves and take risks in learning Listen with purpose: - Actively listen to children's concerns and needs - Validate children's feelings and experiences. This will help build trust Model positive behaviour: - Demonstrate the behaviour you would like to see from children - Show kindness, open-mindedness, empathy, in your interactions Collaborate with families and colleagues: - Work together to provide consistent support for children - Engage parents and external agencies to create a unified approach Understand and respond to behaviour: - Understand behaviour is a form of communication - Address underlying needs rather than just managing symptoms - 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...”

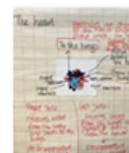


Written



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: ☐ Cognition & Learning ☐ Communication & Interaction ☐ SEMH ☐ Sensory/Physical	Phonics data	
	Reading	
	Writing	
	Maths	
Who raised the concern?	☐ Parent or carer ☐ Class teacher ☐ Support staff ☐ Previous setting ☐ External professional ☐ Other:	
What is the main concern?		
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

Pupil voice:					
What do I enjoy at school?					
What do I enjoy at home?					
What helps me learn?					
What do I find difficult?					
Strategies used:		Notes on use and impact			
Visuals					
Adapted instructions					
Chunked tasks					
Additional modelling					
Frequent check ins					
Sensory breaks					
Now and next					
ALD					
Emotions coaching					
Targeted intervention					
Other:					
Parent view:		Date of meeting:			
Prompts: What are your concerns? What are you seeing at home? What works well at home? What is your child good at? What would you like school to understand? What do you feel will help your child at school?					
School raised concern, does the family agree?	Yes	Partially	No	Other:	

Agreed actions:

- ☐ Continue current HQT, OAP or reasonable adjustments
- ☐ Further adaptations required
- ☐ Further assessment required
- ☐ SENCo / Class Teacher meeting with parent / carer
- ☐ Complete one page profile
- ☐ Start ISP
- ☐ Place on SEND Register
- ☐ Refer to STIP
- ☐ Refer to SLT
- ☐ Refer to OT
- ☐ Refer to Freemantles
- ☐ Other

Next review meeting:

Trumps Green Infant School Class Provision Map				Class:			
Autumn Term		Spring Term		Summer Term			
High Quality Teaching Strategies							
Differentiated planning	Adaptive teaching / learning style		Visual aids		Dictation		
Differentiated delivery	Mixed ability grouping		Word banks		Oral composition		
TA support	Focused group work		Pre-teaching		Alternative recording strategies		
Scaffolding	Visual timetables		Explicit modelling		Chunking		
Sticky learning	Dual coding		Vocabulary flash cards		Keep ups		
Interventions							
Phonics keep up		Number stacks		ELSA		Attention bucket	
Speech and Language		Colourful Semantics		Emotions Coaching		Fine Motor Skills	
						Sensory circuits	
						NELI	
						ELKLAN	
Intervention	Pupils	Attendance	Notes	Entry Data	Exit Data	Impact	
							

Year Planner

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

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