

### Holistic Approach

#### Inclusion

*Inclusive practices are embedded in all that we do. We are committed to providing an excellent education to all regardless of need. We work hard to overcome barriers to learning in order to support every child to succeed academically, socially and emotionally to become well-rounded individuals through our whole school graduated approach to inclusion.*

*This can be seen through our SEND offer*

	Cognition and Learning	Communication and Interaction	Social , Emotional, and Mental health	Physical and/or Sensory
<p><b>Universal</b> Wave 1 <i>This is the quality first teaching children received from the class teacher and may include some adaptations to meet learning needs.</i></p>	1)Laddered approach to differentiation to support learning 2)Concrete materials to support understanding and learning 3)Visual resources to support access to learning 4)Buff backgrounds on resources to support dyslexic pupils 5)Pre-teaching and post teaching interventions to support learning 6)Personalised learning targets 7)Assessment for Learning	1)Whole Class Visual Timetable 2)Visual supports/ Vocabulary visuals and actions/ lesson menus (now/next /then) 3)Peer support /modelling/ Talk partners 4)Modelling through speech and language activities 5)Opportunities for role play/presentation	1)Zones of Regulation 2)PSHE curriculum 3)Good to be Green model to support positive behaviour for learning 4)Social Stories to support understanding and empathy 5)Circle Time 6)Communication Stations 7)Mental Health First Aiders	1)Sensory Diet - Circuits daily 2)Movement breaks as needed 3)Fine Motor skills practice 4)Zones of Regulation toolkit 5)Sensory object boxes in each class
<p><b>Targeted</b> Wave 2 <i>Specific targeted one to one or small group interventions that may run outside of the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum</i></p>	1)Colourful Semantics – used in SLCN sessions 2)RWI Phonics boosters KS1 – 1:1 Phonics CB, Y2 and Year 3 pupils access Peer Reading Scheme ( barrier to progress is confidence ) 3)Language Link Assessment 4) Dyslexia Assessment 5)TA and Learning Engagement pre-teach/post teach interventions 6) KS2 specific interventions include: <ul style="list-style-type: none"> <li>• Fast Track Phonics – plugs gaps of phonemes and graphemes</li> <li>• Fresh Start – phonics and fluency, reading stories with phonics</li> <li>• Lexia – online programme for pupils to access a placement test and then progress from Y1 – Y6 – we target pupils below chronological age to support. Y5 access 3 sessions per week, Y4 access 2 sessions per week and Year 6 afternoon interventions as and when appropriate</li> <li>• Fluency Practice – pupils access a pre- learning opportunity of the fluency text</li> <li>• 1:1 Reading with SLT</li> <li>• <b>Writing:</b></li> <li>• Support for handwriting through fine motor skills interventions and regular practice. Varies according to the needs of the pupil.</li> </ul>	1) Talking and Drawing 2)Amazing Me 3)Sand Therapy 4)Lego Therapy 5)Social Stories – with an adult 6)EAL intervention supporting vocabulary 7)Communication Station	1)Small group explicit teaching around Zones of regulation and toolkit to support positive behaviour for learning 2)Mentoring Programme 1:1/small group – Learning Engagement Mentors 3)Outdoor Learning Programme - Treetops	1)Sensory Diet – OT suggested activities 2)Physiotherapist for mobility

	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Maths Fluency – calculation/understanding/practice for fluency in number patterns</li> <li>• Same day interventions to address misconceptions</li> <li>• Ready to Progress – provides opportunity to address gaps in number knowledge</li> </ul>			
<p><b>Specialist</b> Wave 3 Specialist support or advice.</p> <p><i>*For a very small number of pupils access to these specialist maybe though an Education Health and Care Plan (EHCP)</i></p>	<p>1)East Sussex NHS Services – CITES 2)ISEND 3)CLASS 4)Educational Psychologist 5)SALT</p>	<p>1)Speech and Language Therapy – there are two offers: 2)NHS SALT advice/reviews for pupils who have SALT as part of EHCP or high needs Internal support through specialist TA  3)Support pupils with SALT needs, provide reports with targets for pupils, review pupils termly, liaise with NHS SALT when necessary and provide training and planning support to staff who run SALT interventions – CB</p>	<p>1)Onsite Pace2Be 2 days a week from Jan 2021 2)Emotional Wellbeing and Mental Health service referrals through Single point of advice (SPOA) for CAMHS  3)Dragonflies/HOA Keyworker  4)Exclusions, Fair Access Panel (FAP) and Primary Inclusion Forum</p>	<p>1)East Sussex Occupational Therapy Service 2)Conquest Hospital Physio Team 3)ISEND and CLASS</p>

Universal	Purpose	Practice	Monitor	Impact	
<b>Cognition and Learning</b>	<b>1) Laddered approach to differentiation</b>	To ensure all pupils can access learning and can be successful in meeting learning objectives.	Learning activities are designed so that they allow pupils to practice recall from foundational concepts and cumulatively grow in challenge.	Monitored by subject leads, coaches and overseen by the T and L lead.	ALL pupils can access and be challenged within the curriculum and make progress over time- progress measures to reflect this.
	<b>2) Concrete materials to support understanding</b>	Concrete manipulatives allow pupils to develop a robust knowledge to support conceptual understanding.	Concrete manipulatives are made available to pupils to both support and challenge the understanding of content.	Subject leads will ensure concrete manipulatives are consistently available and utilised in classrooms.	Pupils to be able to demonstrate understanding using concrete manipulatives. Impact to be seen through articulated understanding reflected through pupil voice.
	<b>3) Reading for Learning</b>	To ensure pupils can access the entirety of the curriculum by securing reading at chronological age.	A rigorous reading strategy adopted across the school to ensure pupils are equipped with appropriate reading skills.	Monitored by Reading Lead to ensure appropriate planning & consistently offer approaches to support reading development. Live monitoring “jump ins” to model and support staff development.	Pupils are able to navigate age-related texts and therefore are able to access the contextual knowledge to unlock the entirety of the curriculum.
	<b>4) Memory Retention Lesson Design</b>	To ensure lessons are designed with the principles of learning and effective recall in mind.	Lessons design to chunk material appropriately avoiding cognitive overload of pupils.	Subject leads to monitor planning weekly to ensure lesson design considers the cognitive load on pupils and chunks learning appropriately.	Pupils to secure more knowledge and be able to recall more readily reflective in attainment and progress.
	<b>5) Explicit Instruction to scaffold learning</b>	To ensure instruction is explicit so as to secure deep understanding and knowledge for all pupils.	‘I, we, you’ structure and think out loud is used routinely in lessons to establish sound understanding of content.	Formal lesson observations/learning walks using the GTR (The Great Teacher Rubric) to monitor the consistency of this across all lessons.	Teachers to demonstrate consistent use of pedagogical approaches to support developing understanding of pupils. % of teaching good/better to increase as a result.
<b>Communication and Interaction</b>	<b>1) Whole Class Visual Timetable</b>	Enables pupils to understand what they are doing over the school day. They give structure to the day.	Each classroom will have a visual timetable displayed at the front of the classroom and teachers will ensure the visual timetable matches the activities that will take place during the day. After each lesson teachers	During Learning walks/Observations Leaders will ensure that the whole class visual timetable is present and being used effectively.  Monitoring cycle: half termly	Pupils feel more confident to navigate the day, reduces stress and anxiety and therefore reduce challenging behaviours

<b>Social , Emotional, and Mental health</b>			will take off the visual of the activity which has been completed		
	<b>2)Visual supports/ Vocabulary visuals and actions/ lesson menus (now/next /then)</b>	To support pupils language development, independence with completing tasks, literacy skills, increasing vocabulary development, assisting with working memory, Social interaction, Positive behaviour, organizing materials and time management	<p>Visuals are used in PPT to support meaning/understanding of concepts</p> <p>Communicate in Print used to support understanding in all lessons</p> <p>Lesson menus/Now next/then are used support pupils who require some adaptations to lessons to meet their learning needs</p> <p>Differentiation key to enabling all pupils to access learning and make progress</p>	<p>During Learning walks/Observations Leaders will ensure that the whole class visual timetable is present and being used effectively.</p> <p>Monitoring cycle: half termly</p>	Pupils are able to engage in lessons with more confidence, understanding and independence
	<b>3)Talk Frames</b>	Provide pupils with models of sentence construction to help pupils express their opinions in a debate or discussion scenario	This needs to be a part of the planning process, everyday success criteria for basic sentence construction support and complimentary oral rehearsal of sentences as well as Cognitive strategy sentence starters for discussion	<p>During Co-planning sessions Learning walks/Observations Leaders will ensure Talk frames support the planning, teaching and learning in lessons</p> <p>Monitoring cycle: ongoing by all subject leaders</p>	Improved oracy in where pupils learn to talk confidently, appropriately and sensitively.
	<b>4)Peer support/model ling/ Talk partners</b>	Supports pupils to actively engage in lessons by providing them time to think about a question and properly formulate an answer – use the Pose, Pause, Bounce model	Talk partners and peer modelling is actively used in lessons by teachers	<p>During Co-planning sessions Learning walks/Observations Leaders will ensure talk partners and peer modelling is used support the planning, teaching and learning in lessons</p> <p>Monitoring cycle: ongoing by all subject leaders</p>	Improved speaking listening and problem-solving skills of pupils
	<b>1)Whole class Zones of Regulation</b>	To support pupils in understanding their emotions and provide them with tools to assist them in being in charge of their own self-regulation.	All classes to have their Zone posters up and teachers are checking in with pupils during key times of the	<p>During Learning walks/Observations Leaders will ensure that the Zones of regulation are implemented</p>	Better informed conversations with pupils and less behaviour incidents

			day (beginning/after lunch etc)  Pupils are actively involved in this and can clearly state which zone they are in and what they need to do to work towards getting back to 'green'	effectively and being used regularly.  Monitoring cycle: half termly	
	<b>2)RSHE curriculum</b>	To build emotional literacy and resilience, concentration and focus, as well as to nurture mental and physical health. It gives children the skills and knowledge they need to form happy, safe and healthy relationships throughout their lives.	The scheme has 6 units of study for each year group which are in a spiral and progressive. Lessons are taught weekly.	Half termly planning & file looks. Year group feedback and follow up.	Improved emotional literacy, resilience, concentration and focus. Children have better awareness of their mental and physical health and increased skills and knowledge to form happy, safe and healthy relationships.
	<b>3)Good to be Green model to support positive behaviour for learning</b>	To promote positive learning behaviours in the classroom linked directly to the school's Code of Conduct and values.	Staff and children introduced through class teacher input and all classes to have good to be green charts in place for pupils to access.	Weekly check, feedback and follow up on staff data input. Review of data on a termly basis to identify trends and patterns and action plan going forward where needed.	Consistent positive and productive learning behaviours in line with the school's Code of Conduct and values.
	<b>4)Social Stories to support understanding and empathy</b>	Social stories use words or images to explain specific occurrences, behaviours, social interactions, concepts, or skills.	Social stories are used by teachers to explain expectations and help pupils understand appropriate behaviours in specific situations	During Co-planning sessions Learning walks/Observations Leaders will ensure social stories support the planning, teaching and learning in lessons  Monitoring cycle: ongoing by all subject leaders	Improves many types of behaviours including prosocial behaviour, social communication, conversational skills, on-task behaviour, out-of-seat behaviour, reciprocal interactions, and decreasing "socially inappropriate and undesirable behaviours
<b>Physical and or sensory</b>	<b>1)Sensory Diet</b>	A sensory diet helps pupils get in a "just right" state so they can pay attention and learn. Activities in a sensory diet can help kids who are overreactive feel calmer, and under reactive pupil feel more alert	Sensory snacks are to happen through the day and should be available for pupils to use at any time. These can be <ul style="list-style-type: none"> <li>headphones to shut out noise overload</li> <li>fiddle toys</li> <li>wobble cushions</li> <li>"Chewelry" and oral motor toys</li> <li>calming smells</li> </ul>	During Learning walks/Observations Leaders will ensure that pupils who require sensory snacks are receiving them  Monitoring cycle: half termly	Improvements in pupils sensory processing, psychosocial and classroom engagement behaviours.



			<p>help strengthen hand-eye coordination and manual dexterity</p> <ul style="list-style-type: none"> <li>• Playing with Sponges</li> <li>• Water Play</li> <li>• Gardening and Planting.</li> </ul>		
	<p><b>4)Zones of Regulation toolkit</b></p>	<p>To ensure that monitoring and maintaining a functional level of regulation is possible in any situation</p>	<p>Pupils who require strategies and techniques to assist them in leaving a less optimal level (zone) in order to get back to a “ready-to-go” level of regulation will have a personal zone toolkit to support them to do so. Please click link to support: <a href="#">Learning to Apply Zone Tools</a></p>	<p>During Learning walks/Observations Leaders will ensure that pupils who require Zones toolkit have one in place.</p> <p>Monitoring cycle: half termly</p>	<p>Better informed conversations with pupils and less behaviour incidents</p>

