**Appendix 3**
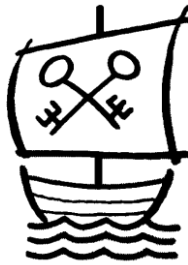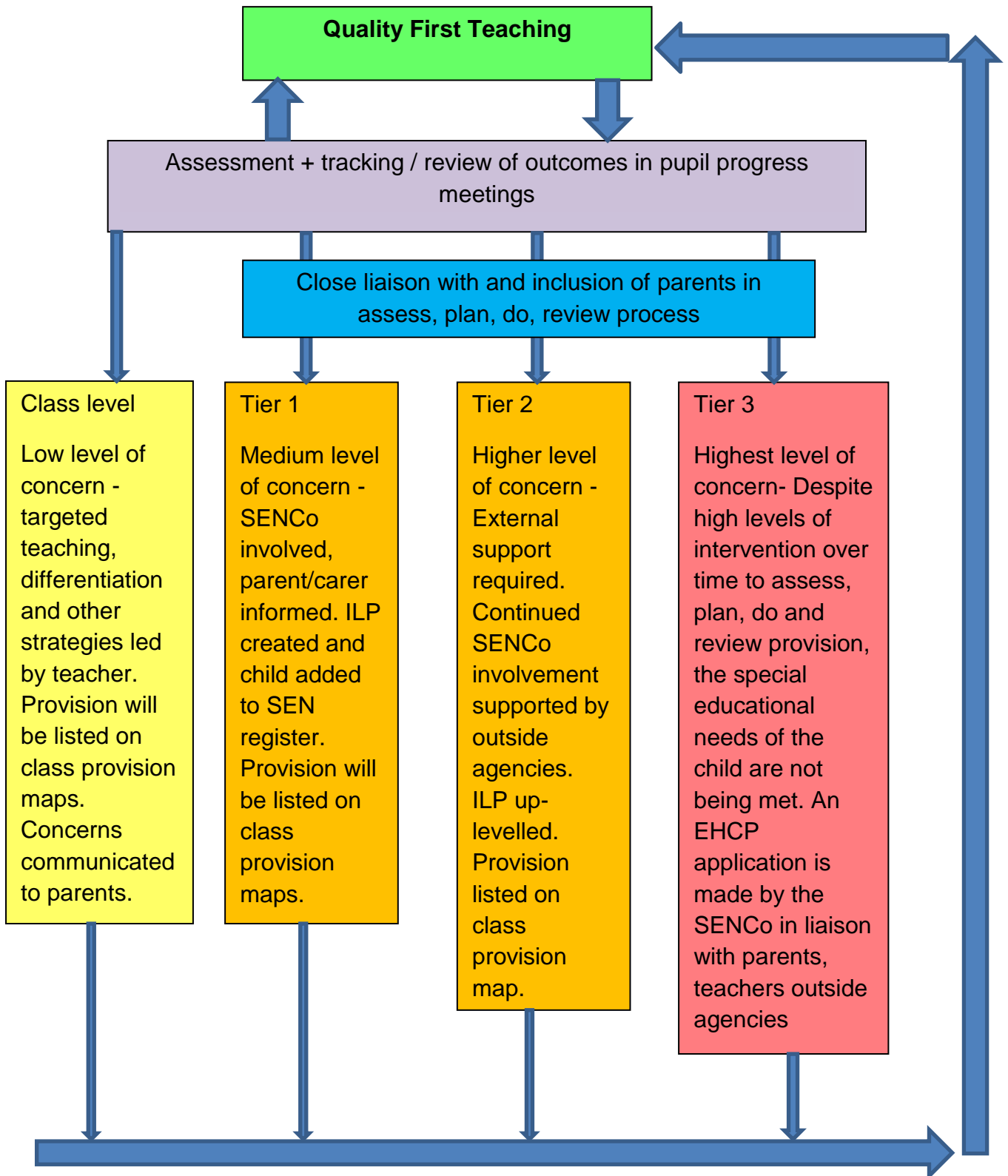
**Model of Inclusion to Support all Children's Learning at St. Peter's RC Primary School**

**Quality First Teaching**

Assessment + tracking / review of outcomes in pupil progress meetings

Close liaison with and inclusion of parents in assess, plan, do, review process

**Class level**

Low level of concern - targeted teaching, differentiation and other strategies led by teacher. Provision will be listed on class provision maps. Concerns communicated to parents.

**Tier 1**

Medium level of concern - SENCo involved, parent/carer informed. ILP created and child added to SEN register. Provision will be listed on class provision maps.

**Tier 2**

Higher level of concern - External support required. Continued SENCo involvement supported by outside agencies. ILP up-levelled. Provision listed on class provision map.

**Tier 3**

Highest level of concern- Despite high levels of intervention over time to assess, plan, do and review provision, the special educational needs of the child are not being met. An EHCP application is made by the SENCo in liaison with parents, teachers outside agencies

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| **Quality First Teaching** | |
| Teaching/learning | • Engaging purposeful curriculum planning – around interests<br>• Children know what and why they are learning<br>• Differentiated curriculum: delivery and outcome<br>• High expectations for all children<br>• Variety of stimulating resources for teaching and support<br>• Varied teaching styles (V.A.K.)<br>• Teacher modelling effectively in all subjects<br>• Misconceptions addressed swiftly<br>• Focused teacher led groups for all children<br>• WAGOLLs<br>• Explicit teaching of key skills in all subjects<br>• Some streaming ie phonics in KS1<br>• Pre-learning vocabulary and prompts to support topics<br>• Visual aids<br>• Engagement with and monitoring of Accelerated Reader<br>• Guided reading and writing embedded in practice<br>• Mixed ability learning partners and varied groupings<br>• ICT access with appropriate software/ hardware<br>• Use of success criteria<br>• Embedded assessment for learning by teachers, TAs and children<br>• Effective marking and feedback with response time<br>• Target setting<br>• Targeted morning work<br>• Peer assessment – showing examples of work on IWB<br>• Effective questioning<br>• Deployment  and management of TAs to move learning forward |
| Learning Environment | • Buff background to IWB<br>• Structured routines<br>• Visual timetable in every classroom<br>• Interactive displays<br>• Working walls<br>• Agreed Whole Class Rules and Expectations<br>• Organised and clutter free environments<br>• Independent access to resources |
| Social, emotional | • Learning skills and growth mindset<br>• Zones of Regulation<br>• Groupings<br>• PSHE/circle time<br>• Positive liaison with parents i.e. mention at end of day of good work or effort made, or phone call home<br>• Role models<br>• Self-esteem raising through praise |

## Targeted teaching and other strategies

The 4 areas of need in the SEND code of practice are:-

- Cognition and Learning – moderate learning difficulties; specific learning difficulties – (dyslexia and difficulties with maths); global developmental delay.
- Sensory, Medical and Physical – visual and hearing impairment, Sensory processing difficulties, specific medical conditions.
- Communication and Interaction – speech and language difficulties, including social communication difficulties (ASC) and auditory processing difficulties.
- Social, Emotional and Mental Health – attention deficit disorder, anxiety, attachment and social interaction difficulties.

The following strategies will be presented for the areas they may be helpful for – there are many strategies that will help for more than one category.

| All areas | <ul><li>Holding particular children in mind and targeting teaching to them</li><li>Targeting learning skills and growth mindset activities</li><li>Team teaching with maths/literacy specialists</li><li>Resources for particular children – personalised and regularly updated e.g. Catch me cards, breaking down of activities, now/next</li><li>Working walls</li><li>TA/T marking and feedback</li><li>Raising profile in class – showing work</li><li>Positive use of Behaviour Ladder</li><li>Head teacher awards</li><li>Interventions – focus groups teacher and TA led</li><li>Positive reinforcement of extra work done at home</li><li>Targets linked to and build on ILP targets</li><li>Additional phonics</li><li>1:1 reading with an adult</li><li>Learning partner support pre-planned</li><li>Visual timetable - individual</li></ul> |
|---|---|
| Cognition and Learning | <ul><li>Small target groups in maths and literacy for all levels of attainment – to boost</li><li>Use of TAs to boost individuals and groups at all attainment levels</li><li>Targeted / personalised work sent home</li><li>Clicker 7/ Google classroom</li><li>Communicate in print</li><li>Writing frames</li><li>Numicon cubes to support sentence building</li><li>Use of physical resources to support maths</li><li>Mindmapping</li><li>Alternative methods of recording</li><li>Pre-learning vocab that is topic based and technical</li><li>ICT access with appropriate software</li><li>Overlays</li><li>Buff coloured paper</li><li>Written instructions 'first….next…last…'</li><li>Narrative structure – who, what ,where, when</li><li>Visuals – phonics mats, word mats, letter formation prompt, b/d</li></ul> |

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| | prompt<br>• Sound recorders<br>• EAL translations, dictionaries, visuals |
| Sensory, Medical and Physical | • Clicker 7/ Google classroom<br>• Communicate in print<br>• Writing frames<br>• ICT access with appropriate software<br>• Desk slopes/folders<br>• Magnifiers<br>• Overlays<br>• Buff coloured paper<br>• Magnetic resources (aids dyspraxic children)<br>• Pencil grips<br>• Sensory objects |
| Communication and Interaction | • Clicker 7/ Google classrooms<br>• Communicate in print<br>• Alternative methods of recording<br>• Pre-learning vocab that is topic based and technical<br>• Behaviour charts/rewards – personalised for children with specific incentives<br>• Written instructions 'first….next…last…'<br>• Narrative structure – who, what ,where, when<br>• Visuals to break down and support tasks<br>• Own workspaces for targeted children<br>• Tidy environment with minimal stimulation<br>• Be consistent, repetitive and predictable |
| Social, Emotional and Mental Health | • Targeting learning skills and growth mindset<br>• Own workspaces for targeted children<br>• Alternative methods of recording<br>• Sociograms – ideas to support rejected and neglected children including grouping, class role/job to raise profile, buddying,<br>• Behaviour charts/rewards – personalised for children with specific incentives<br>• Written instructions 'first….next…last…'<br>• Use of timers<br>• Meet and greet<br>• Firm grounding touch – hand on shoulder or middle of the back<br>• Be consistent, repetitive and predictable<br>• Breathing together – to relax<br>• Sensory breaks – run around, crossing the mid-line activities, doing a physical job i.e. move chairs,<br>• Sensory objects<br>• Seating plan<br>• Use objects to count up minutes instead of counting down for timed activities |

| | Targeted Interventions |
|---|---|
| Cognition and Learning | Literacy<br>• Clicker 7<br>• Precision Teaching<br>• RWI Follow up<br>• Fresh start (KS2)<br>• Team teaching with Specialist Teacher<br>• School Start (YR)<br>• Reading/writing groups<br>• WESFORD 1 & 2<br>• Nessy reading and spelling<br>• SNIP<br>• Box dictation<br>Maths<br>• Team teaching with specialist teacher<br>• Times table groups<br>• Targeted maths group<br>• Pre-teaching of vocabulary<br>Other<br>• Memory Magic |
| Sensory, Medical and Physical | • Clicker 7<br>• Write Dance<br>• Jump a Head<br>• Fine motor activity groups/handwriting |
| Communication and Interaction | • Clicker 7<br>• Barrier Games<br>• Black Sheep Press – Speech and Language<br>• Narrative therapy (KS1 & 2)<br>• Social Stories<br>• Comic Strip Conversations<br>• Time to Talk KS1 |
| Social, Emotional and Mental Health | • Learning Mentor / allocation of Key Person<br>• Lego Therapy<br>• School Counsellor<br>• Nurture groups<br>• Emotional Literacy EYFS/KS1<br>• Talkabout<br>• Emotion Bears (YR)<br>• Social Skills groups |

Targeted Interventions need to show impact. Where possible an assessment is done at the start and finish to show this.

**Assessments**

| Cognition and Learning | <ul><li>BPVS – vocabulary/language assessment</li><li>Ravens – non-verbal reasoning</li><li>GL Dyslexia Screener and Portfolio</li><li>GL Dyscalculia Screener</li><li>Sandwell Maths</li><li>NFER Maths</li><li>Aston Index – language difficulties</li><li>STAR Reading</li><li>Suffolk Reading</li><li>Single Word Spelling Test</li></ul> |
| --- | --- |
| Sensory, Medical and Physical | <ul><li>Sensory Checklist</li><li>ADHD Checklist</li></ul> |
| Communication and Interaction | <ul><li>School Start</li><li>Communication Trust Tool kit</li></ul> |
| Social, Emotional and Mental Health | <ul><li>Boxhall Profile</li><li>Classroom observations</li></ul> |