



Westacre Middle School Inclusion

Westacre's Graduated Approach Offer

Ordinarily Available Provision for all pupils including pupils with SEND

This document outlines the provision that we offer for all children at Westacre Middle School



Area of Need: COMMUNICATION AND INTERACTION

Wave one (Universal Provision) Inclusive strategies for <u>ALL</u> learners in QFT	Wave two (in addition to universal provision) Targeted intervention/support for <u>SOME</u> learners	Wave three (in addition to universal provision and targeted intervention) Specialist support for a <u>FEW</u> learners
• Communication school driver • Oracy activities integrated into the curriculum • Timetabled weekly Oracy/Book Talk lesson • Adaptive teaching strategies implemented in line with EEF recommendations • Consistent school & class routines • Visual timetable in all classrooms and updated daily • Use of visual prompts and technology • Embedded use of the Oracy strategy (e.g. pairs, group etc) • A range of questioning approaches • Task boards • PSHE sessions • AfL traffic lights in learning journals • Assemblies • Additional adult support • Use of technology to record and support learning- interactive whiteboard, class laptops and iPads. • Whole school theatre visits and trips • Opportunities to attend extra-curricular clubs	• In-class additional targeted teacher support • In-class additional Teaching Assistant support within class teaching (small group or individual) • Own copy of visual timetables • Visual cues • Pastoral catchups • Break and lunchtime support • Structured play • Individual working stations • Support from trained Language and Communication teaching assistant • Forest School	• Child possibly placed on the Special Needs Register • Individual Provision Map written with SMART targets (Specific, Measurable, Achievable, Realistic, Time) • Parents informed of continuing needs and next steps for Special Needs support • Assessments, advice and recommendations from outside agencies as appropriate • Advice & support for the class teacher from the Special Educational Needs Co-ordinator (SENCo) • 1:1 support or group intervention programme led by trained Language and Communication teaching assistant • Wave 2 interventions including Speech and Language, social skills, Pre-teach, Lego Therapy interventions • 'Involvement of outside agencies: Speech & Language therapy (SALT) CCN, Autism Team

Area of Need: COGNITION AND LEARNING

Wave one (Universal Provision) Inclusive strategies for <u>ALL</u> learners in QFT	Wave two (in addition to universal provision) Targeted intervention/support for <u>SOME</u> learners	Wave three (in addition to universal provision and targeted intervention) Specialist support for a <u>FEW</u> learners
- Quality first teaching and graduated approach throughout school - Adapted curriculum planning, activities, approaches & outcomes - Learning objectives & Success criteria clearly communicated - Working walls and practical tool kits - SEN resources in all classrooms - Use of Technology whiteboards, iPads, laptops - Teachers and Teaching Assistants use focus groups in class to support learning - Accelerated Reader - Software to support learning (Century tech, TTRS, Spelling Frame) - Adaptive spelling programme - Collaborative and self-assessment - Use of different learning approaches (visual, auditory, kinaesthetic) - Adaptive questioning approaches - Dyslexia-friendly classrooms –e.g. use of coloured background on whiteboard/texts, dyslexia-friendly font such as Comic Sans or Sassoon. - Sand timers in each classroom - Support for all process	- Bespoke focus groups run by teacher and teaching assistants - Additional use of visual and practical resources - In-class SEN resources including coloured overlays, reading rulers. - Pre-teaching of vocabulary and concepts - Additional intervention(s) to address lack of progress/barriers to learning e.g. , Touch Typing, Pre-teach, Times Tables, - Consultation with Inclusion Team/Subject leaders to determine intervention / level needed - Additional 1:1 reading with a teaching assistant for the early readers.	- Child possibly placed on the Special Needs Register - Individual Provision Map written with SMART targets (Specific, Measurable, Achievable, Realistic, Time) - Parents informed of continuing needs and next steps for Special Needs support - Assessments, advice and recommendations from outside agencies as appropriate e.g. Learning Support. - Advice & support for the class teacher from the Special Educational Needs Co-ordinator (SENCo) - Specialist adult lead interventions (one to one & small group support) for spelling, reading and maths e.g. Systematic synthetic phonics, NESSY spelling, Pre teach. - Use of adapted and/or specialist equipment - One to one provision by Special Needs teaching assistants for some pupils with High Needs; EHCP. - Annual review for pupils with an Education Health and Care Plan - Views of families and child/young person reflected in IPM

Area of Need: SOCIAL, EMOTIONAL AND MENTAL HEALTH

Wave one (Universal Provision) Inclusive strategies for <u>ALL</u> learners in QFT	Wave two (in addition to universal provision) Targeted intervention/support for <u>SOME</u> learners	Wave three (in addition to universal provision and targeted intervention) Specialist support for a <u>FEW</u> learners
• Visual timetable in all classrooms • Consistent and positive behaviour policy • Mental Health First Aiders • Whole school reward systems including- 6R merits and achievement certificates, attendance. • Clear consistent whole school expectations and aspirations • Value of the Month • Restorative Justice • Use of Emotional Wellbeing Pathway and Toolkit • Staff meet and greet • Trained lunchtime supervisors • Structured play • Signposting to family learning • Policies: Mental Health; Behaviour, Anti Bullying, Child Protection, e-Safety • Class e-safety charter • Breakout space and access to quiet space • Mindfulness training for staff • Pastoral team training and support for staff and pupils including brain development lessons • Daily wellbeing time/class yoga sessions • Well-being champion scheme • Sand timer in all classrooms • Time to talk box in each classroom • Pastoral support resource box in every classroom • Calm corner • Pastoral team available to all pupils • PSHE curriculum and whole-school activity days • Whole School, Year Group assemblies • Wide range of extra-curricular clubs • Breakfast club with opportunities to play games • School nurse drop-ins • Whole school attachment and anxiety, SEMH training • Trauma informed • Pupil Voice	• Individual reward charts • Pupil Strategy Meetings • Prompt and reminder cards • Additional home/school communication • Time out areas • Designated working station • Social skills intervention • Self-esteem intervention • Anxiety intervention • Anger intervention • Art therapy intervention • Friendship group intervention • Early Help Offer • Reach for Wellbeing • Individual meet and greet • Signposting to Kooth • Break and Lunch time support from pastoral team • Structured play groups • Pastoral catch-ups • GP/School Nurse • Bereavement support • School counsellor • WEST Team • Act on it (year 7) • Therapy dog • Lumi nova	• Child possibly placed on the Special Needs Register • Individual Provision Map written with SMART targets (Specific, Measurable, Achievable, Realistic, Time) • Parents informed of continuing needs and next steps for Special Needs support • Assessments, advice and recommendations from outside agencies as appropriate • Behaviour Support Service – advice, recommendations, work with parents/carers • Educational Psychologist - assessment, advice & recommendations • Child and Mental Health Service (CAMHS) – assessment, advice & recommendations • One to one provision by Special Needs teaching assistants for some pupils with High Needs; EHCP. • Annual review for pupils with an Education Health and Care Plan • Views of families and child/young person reflected in IPM • Pastoral Support Plans • Medical Education Team support. • Multi-agency involvement • Alternative provision • Community Social Work phone consultation (via DSL) • Children's Social Services Referral (via DSL) • WEST team

- Parental workshops and community support

Area of Need: SENSORY/PHYSICAL/MEDICAL

Wave one (Universal Provision) Inclusive strategies for <u>ALL</u> learners in QFT	Wave two (in addition to universal provision) Targeted intervention/support for <u>SOME</u> learners	Wave three (in addition to universal provision and targeted intervention) Specialist support for a <u>FEW</u> learners
• Staff are aware of individual children's needs/impairment/disability/medication or emergency treatment or procedures. • Whole staff training for emergency treatment e.g., EpiPen use • Appropriately trained staff e.g., First Aider at Work - first aider in each year group • Administration of medicines procedures e.g., Consent forms filled in by parents • Bathroom management facilities • Accessible grounds and building e.g. slopes as alternative to stairs and a lift (See "Accessibility Plan") • Risk assessments completed as appropriate e.g. off-site visits and injuries arising • Differentiated and accessible PE lessons • Increased use of visual aids/modelling/verbal prompts • Practical resources available to support learning • Seating plans and arrangements considered to meet all needs • Strategies such as 'Cueing' pupils' attention, keeping background noise to a minimum, allowing extra processing time, repetition of contributions by other pupils, regular checking that instructions have been understood. • Left-handed resources and considering of seating of right and left handed pupils with writing hands not adjacent • Allowing plenty of space to work • Range of pen/pencil grips available • Sensory aids	• Advice/recommendations from school nursing team/medical team/CCN team, OT/paediatrician. • Health Care Plan/Risk Assessment in place • Training for named staff for administration of medication. For example – insulin • Staff follow recommendations from medical team • Specialist pencils, pencil grips, laptops, writing slopes, wobble cushion etc. • In-class handwriting support, touch typing and fine motor skills intervention.	• Child possibly placed on the Special Needs Register • Individual Provision Map written with SMART targets (Specific, Measurable, Achievable, Realistic, Time) • Parents informed of continuing needs and next steps for Special Needs support • Assessments, advice and recommendations from outside agencies as appropriate • One to one provision by Special Needs teaching assistants for some pupils with High Needs; EHCP. • Annual review for pupils with an Education Health and Care Plan • Views of families and child/young person reflected in IPM • Involvement of outside services for advice and recommendations: School Nurse, GP, Paediatrician, Occupational Therapist, Physical Development Outreach, Hearing/Visual Impairment Team, etc. • Use of personalised, specialist equipment • Adaptations to classroom/school environment as required • Additional bespoke fine/ gross motor skills intervention. • Break/lunch club support

Area of Need: TRANSITION

Wave one (Universal Provision) Inclusive strategies for <u>ALL</u> learners in QFT	Wave two (in addition to universal provision) Targeted intervention/support for <u>SOME</u> learners	Wave three (in addition to universal provision and targeted intervention) Specialist support for a <u>FEW</u> learners
• Open afternoon and evening for prospective parents • Transition day • Virtual tour of the school and prospectus • Information evening for new parents • Opportunities for first school pupils e.g. Year 3 to visit for special days e.g. STEM days • Discussion between Head of Year 5 and local first schools r.e. all new Year 5 pupils including soft and hard data. Replicated for year 7 to high school. • Transition meeting time between all teachers for Year 5 to 6 transition, and Year 6 to 7 transition. Soft data discussions. • Open evenings at High School for Year 7 children and their parents. • PSHE curriculum to discuss transitions and changes	• Additional visits to school for identified pupils from First Schools • Additional visits to High School for identified Year 7 pupils • Support to parents in liaising with secondary school to discuss concerns and provision • Additional pastoral/SEND support r.e. transition delivered to small groups of identified pupils. • Safeguarding handover at point of entry and exit to school	• In-depth discussions between SENDCO, Pastoral Lead and First Schools r.e. identified pupils. • In-depth discussions between SENDCO, Pastoral Lead and High Schools r.e. identified pupils • Tailored and personalised transition plans created for identified pupils with SEND and other vulnerable learners • Personalised Transition Book created with child • Additional accompanied visits to high school as deemed appropriate, including those who will be in the Access Group • Specific transitional activities arranged as appropriate • Support to parents in liaising with secondary school to discuss concerns and provision