

Inclusion Strategies delivered across the Whole School. (UNIVERSAL PROVISION)	Assessment	Curriculum Delivery	Classroom/School Activities	Environment/Resources	For parents	For staff
	<ul style="list-style-type: none"> Initial home visit/Parent Conference. Two-week Snapshot Daily Observation. Targeted children once per term. Each child has written assessment per term and future learning priorities identified. Termly parent conferences at school. Regular discussions – Key Teams and whole school. 	<ul style="list-style-type: none"> Future learning priorities – feed into planning. Multi-sensory including enhanced outdoor curriculum and Sensory Room. Increased speaking/listening opportunities including drama etc. Sustained Shared Thinking strategies. ‘Helicopter Story’ technique of Storytelling and Story Acting – Vivian Gussin Paley. Nurturing approach. Holistic Approach. Differentiated & Scaffolded (delivery). Healthy Eating ethos. Additional Maths and Literacy resources for use at home with parents/ carers supervision. Developmental Movement Play (DMP). Forest School. 	<ul style="list-style-type: none"> Circle time/Emotional Literacy (Ethos). Toy library. Story Time. Links with Mowlem Children’s Centre. Primary Transfer/Transition Visits. Focused activities Race, gender and disability equality are integral to provision. Egg timers to structure turn taking. 	<ul style="list-style-type: none"> Workshop environment Outdoor area, hill woodland, undercover area and amphitheatre. Multi-sensory resources and environment including a Sensory Room. Teaching Assistants one for each class. Bi-lingual staff. Students/ Volunteers. Well resourced curriculum. Interactive displays. Foundation curriculum mirrored outside. Interactive Whiteboards in every class. LBTH Occupational Therapist advice. Disability access - ramp and wide door. Disabled Toilet access. Nappy changing facilities. 	<ul style="list-style-type: none"> Newsletter. Website. Texts. Bring Your Parents to School day. Regular social events – Reunion, Summer Fair, Whole School Trip etc. Lavender room Parent workshops –health and education issues. Stay and play 0-3 Extended school day including breakfast and after school care. 	<ul style="list-style-type: none"> INSET in school and relevant courses. Working in teams. Monitoring programme. Performance management including a programme of individual CPD needs. Shared multi purpose room for planning and meetings. Shared resource room including two computers. Hot desk room for Inclusion Team.

Special Educational Needs	In-School Assessment	Provision in Class			Provision out of Class	Referrals for External Support and/or Advice
		Structured Programmes or Teaching Resources	Strategies	Environment/Resources		
<p>Speech, Language and/or Communication Difficulties including Autistic Spectrum Disorder.</p>	<ul style="list-style-type: none"> • Use of parent information • Class based observations • Early Years SEND Observation summary • Running Records for targeted children • Communicative Intentions checklist - T.H. Speech Therapist. • Rolling programme of meetings with Class Teacher. • 1:1 highlighting meetings SENDCo/Class Teacher. • EYFS Developmental Profile. • School Action monitoring and assessment sheet. • CAF. 	<ul style="list-style-type: none"> • Makaton / Sign-along (being developed throughout the school). • Individual Speech & Language Therapy Programmes. • Individual Education Plans. • SA Group Education Plans for Speech and Language. • Language Groups. • Visual Timetables for specific children. • PECS. • Specific lunch time planned support, including special crockery/cutlery if needed. 	<ul style="list-style-type: none"> • Repeated small step instructions supported by gesture/Makaton/Sign-along. • Eye level contact with children. • Modelling language. • Simplifying language. • Giving time to respond. • Verbal scaffolding. • Forced choice of alternatives. • Games. • PECS. • Intensive Interaction (as advised by SALT). 	<ul style="list-style-type: none"> • Multi-sensory language support items, including Sensory Room. • Visual Timetables. • Specific ICT programmes for targeted children. • PECS. 	<ul style="list-style-type: none"> • 1:1 and small group: children working on Speech Therapy Programme with trained TAs. • Language walks for targeted children. • Sensory Room. 	<ul style="list-style-type: none"> • LBTH Speech and Language Service. • Hackney Speech and Language Service. • LBTH Language & Communication Team, SLS. • LBTH Educational Psychologist. • LBTH Child Development Team. • Phoenix Outreach Team (Autism). • LBTH Parents Advice Centre.
<p>Cognition and Learning.</p>	<ul style="list-style-type: none"> • Use of parent information. • EYFS checklist. • Early Years SEND Observation summary. • Focused observations linked to Learning Intentions. • Information gathering (SEND 1:1 with Class Teacher and TAs). • Parents views. • SENDCo observation. 	<ul style="list-style-type: none"> • Visual Timetables. • Small group structured language sessions. • Small group structured play sessions. • Specific lunch time planned support including special crockery/cutlery if needed. • 	<ul style="list-style-type: none"> • Modelling Language. • Scaffolding Language. • Repetition & Over Learning techniques. • Makaton/Sign-along. • Visual Timetable. • Paired & Collaborative sessions. • Guided Kinaesthetic sessions/play. • Modelling of Social Skills behaviour. • Positive Reinforcement. • Differentiated according to level of development (refer to EYFS). 	<ul style="list-style-type: none"> • Additional adult support 1:1/small group. • Special box of multi sensory resources. • Sensory Room. 	<ul style="list-style-type: none"> • 1:1 or in a small group. • Small group story time. • Small group circle time. 	<ul style="list-style-type: none"> • LBTH Educational Psychologist. • Child Development Team. • LBTH Parents Advice Centre. • LBTH Support for Learning Service.

Special Educational Needs	In-School Assessment	Provision in Class			Provision out of Class	Referrals for External Support and/or Advice
		Structured Programmes or Teaching Resources	Strategies	Environment/Resources		
<p>Social, Mental and Emotional Health.</p>	<ul style="list-style-type: none"> • Use of parent information. • Observations of specific behaviour patterns (monitored in behaviour log book). • Early Years SEND Observation Summary. • Talking to parents. 	<ul style="list-style-type: none"> • Circle Time to teach sharing. • Structured turn taking activities (adult led). • Visual Timetable (Writing with Symbols). • Specific lunch time planned support. 	<ul style="list-style-type: none"> • Cleared structured routines. • Consistency of action & language by all staff. • Egg timer 1-2mins time out. • Specific praise by all staff. • Immediate verbal praise. • Positive use of language. • Consultation with parents to ensure (Home School Liaison). 	<ul style="list-style-type: none"> • Egg timer. • Careful groupings for collaboration. 	<ul style="list-style-type: none"> • Time out / supervised by headteacher or for very short period of cooling/calming time. • Behaviour strategies relevant to individual children's needs. 	<ul style="list-style-type: none"> • LBTH Behaviour Support Service. • LBTH Child Development Team Services. • LBTH & Hackney Social Services. • Educational Psychologist. • Speech & Language Service
<p>Sensory, Physical and/or Medical Difficulties including Visual and Hearing Impairment.</p>	<ul style="list-style-type: none"> • Use of parent information. • Use of previous medical reports and assessments. • Staff observations. • 1:1 SEN assessment. 	<ul style="list-style-type: none"> • Care Plan (incl. Medical, Sensory, O.T. Physio). • Specific lunch time planned support including special crockery/cutlery if needed. Dietary requirements catered for. • Special equipment provided by LBTH. • Staff training according to physical needs. • Programmes of exercises by professionals. • 1:1 adult support. • Physical help managing equipment etc 	<ul style="list-style-type: none"> • Classroom organisation & considerations e.g. (face to face eye level). • Layout of furniture. • Pairing & groupings within class. • Regular time-tabled support. • Visual cues (V.T.T). • Makaton/Sign-along • Toileting arrangements discussed with all staff. • Extra fine motor skill practices. • Modelling & demonstrating skills/tasks etc. • Planned activities for gross and fine motor skills. 	<ul style="list-style-type: none"> • Equipment and Aids, including glasses, hearing aids. • Furniture and Equipment bought by arrangement with Specialist Services, including coloured tape to define areas, coloured glue etc . • Key Worker from support teams. • Use of ramp for entering and leaving school building. • Toilet adapted for PD. • Programme using school resources and the environment for cutting, threading, climbing, balancing etc. 	<ul style="list-style-type: none"> • Specific 1:1 or group support with support worker. • Specific supervised Occupational /Physiotherapy programme. • Quiet area/Sensory Room 	<ul style="list-style-type: none"> • Child Dev. Team. Physiotherapy, Occupational Therapy. • SLS – HI Team/VI Team. • Phys-Disability Team. • Outreach Services e.g. Stephen Hawkins Voluntary Services. • Educational Psychologist. • LBTH Disability team