

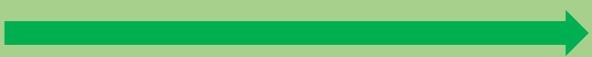
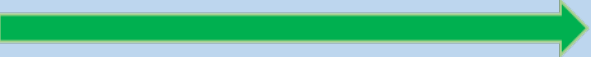


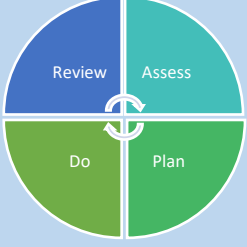
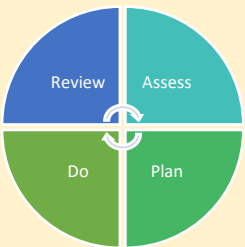


# INCLUSION PROVISION AT OLQOH

<p style="text-align: center;"><b>Wave 1</b> <b>Quality First Teaching</b></p> <p style="text-align: center;">Effective inclusion of all pupils in high-quality everyday personalised teaching in the class room.</p>	<p style="text-align: center;"><b>Wave 2</b></p> <p style="text-align: center;">Specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations alongside class room Wave 1 support.</p>	<p style="text-align: center;"><b>Wave 3</b></p> <p style="text-align: center;">Targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. A personalised curriculum to meet all individual needs. This wave of provision will include children who meet the criteria for EHCP assessment.</p>
<ul style="list-style-type: none"> <li>• All children's progress and attainment is assessed and tracked throughout the year including Pupil progress and Inclusion meetings.</li> <li>• Support will be documented on provision maps</li> <li>• Individual children may have Learning Support plans completed with impact e.g. Dyslexic support.</li> </ul>	<ul style="list-style-type: none"> <li>• All children's progress and attainment is assessed and tracked throughout the year including Pupil progress and Inclusion meetings.</li> <li>• Parents have additional parent's meeting with Inclusion team, once a term.</li> <li>• Support will be documented on provision maps</li> <li>• Individual children will have Learning Support plans completed with impact</li> <li>• Support from Learning Advisory Team/ Speech and language/ Social Communication team/ Occupational therapy/ School Nursing team.</li> <li>• Solution Circle Meeting between Teacher/s and School Inclusion Team- email Inclusion manager to book a slot 3.30 – 5pm on a Thursday</li> </ul>	<ul style="list-style-type: none"> <li>• All children's progress and attainment is assessed and tracked throughout the year including Pupil progress and Inclusion meetings.</li> <li>• Children will be assessed against Pre- Key Stage Assessment Standards</li> <li>• Formal SEND Assessments e.g. Cognitive Assessment, BPVS, Blank, YARC reading and Comprehension Assessment, Sandwell Early Maths Assessments.</li> <li>• Parents have additional parent's meetings with Inclusion team, once a term.</li> <li>• Support will be documented on provision maps</li> <li>• Individual children will have Learning Support plans completed with impact.</li> <li>• Support from Educational Psychology (EP)e.g. advice for provision, joint problem solving on a targeted intervention</li> <li>• Support from Learning Advisory Team/ Speech and language/ Social Communication team/ Occupational therapy/ School Nursing team.</li> </ul>



# INCLUSION PROVISION AT OLQOH

Cognition and Learning (Children's learning skills; their ability to process information, reason, remember and relate)		
 <b>Wave 1</b>	 <b>Wave 2</b>	 <b>Wave 3</b>
		
<ul style="list-style-type: none"> <li>• Differentiated curriculum planning</li> <li>• Pitched questioning</li> <li>• Modelling of skills</li> <li>• High expectations</li> <li>• Success criteria</li> <li>• 1:1 and group reading</li> <li>• Guided writing</li> <li>• Visual dictionaries</li> <li>• Word mats</li> <li>• ICT to support learning</li> <li>• Writing frames</li> <li>• Numicon</li> <li>• Learning displays</li> <li>• Beat Dyslexia</li> <li>• Toe by Toe Programme</li> <li>• Challenge tasks</li> <li>• Support from Teaching Assistant</li> </ul>	<ul style="list-style-type: none"> <li>• Max's Marvellous Maths</li> <li>• Spring board Maths</li> <li>• Maths Mastery folders</li> <li>• Small group support for Maths</li> <li>• After school tuition groups</li> <li>• SPaG group (Spelling, Punctuation and Grammar) support</li> <li>• Number Shark</li> <li>• Paired Reading</li> <li>• Magic Belt Reading programme</li> <li>• Read/ Write Inc.</li> <li>• Reading for Meaning</li> <li>• Writing sentences</li> <li>• Tailored Reading Comprehension groups</li> <li>• Now and Next/Task boards to break down tasks into manageable chunks</li> <li>• Pre-teaching of vocabulary</li> <li>• Small group or 1:1 work on spelling programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Intense (1:1) support in core and foundation subjects</li> <li>• Individual advice for provision from the Learning Advisory Teachers team.</li> <li>• Clicker Sentences</li> <li>• Individually tailored support for reading, writing or maths.</li> <li>• Embedded support for social skills e.g. sharing skills are being used back in the class room or on the playground.</li> <li>• Precision Teaching</li> </ul>



## INCLUSION PROVISION AT OLQOH


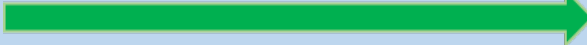


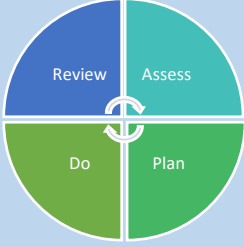
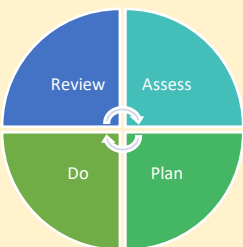
- Specific Learning Disorders e.g. Dyslexia are being supported with recognised strategies.
- Next steps are identified through marking (use of purple pens to edit.)
- Make sure you know the level of difficulty of any text you expect the pupil to read
- Pre -teaching of subject vocabulary
- Instructions broken down into manageable chunks and given in sequence
- Pupils encouraged to explain what they have to do to check understanding
- Alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders
- Occasional opportunities to work with a scribe
- To support short term memory, have small whiteboards and pens available for notes, to try out spellings, record ideas etc.
- Range of coloured overlays/reading rulers available

- Support for pre-teaching concepts and vocabulary
- 1:1 or small group lessons to develop memory skills using appropriate resources
- Revision sessions to revise and consolidate what has been learned
- Mastery folders for spellings, High frequency words, phonics



# INCLUSION PROVISION AT OLQOH

**Communication and Interaction: (The ability to communicate with others. This includes the use of speech sounds, language, gestures, facial expressions and body language.)**

 <p><b>Wave 1</b></p>	 <p><b>Wave 2</b></p>	 <p><b>Wave 3</b></p>
		
<ul style="list-style-type: none"> <li>• Differentiated curriculum planning</li> <li>• Modelled speech/language</li> <li>• Modelled Interaction</li> <li>• Targeted questioning</li> <li>• Talking partners</li> <li>• Group work</li> <li>• Whole class circle time</li> <li>• Class visual aids and prompts</li> <li>• Individual visual timetables</li> <li>• Drama activities</li> <li>• Sequencing activities</li> <li>• Simplified Language</li> <li>• A range of questions used so children develop and give better answers</li> <li>• Opportunities for individual, pair, group or whole class working</li> <li>• Regular communication through informal and formal meetings e.g. parent's evening</li> <li>• Class and special assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary</li> <li>• Social skills &amp; self-esteem</li> <li>• Communication book activities</li> <li>• Semantic links programme</li> <li>• Narrative Therapy</li> <li>• School Start programme</li> <li>• Targeted Group work from Speech and Language therapy</li> <li>• Sentence coding</li> <li>• Colourful semantics</li> <li>• Word Aware strategies with individual and small groups of children</li> <li>• Lego Therapy</li> <li>• Elklan' language programme training for school staff</li> <li>• 'Active Listening for Active Learning' M</li> <li>• Opportunities to work 1:1 with a scribe</li> <li>• Small group or 1:1 work to develop social skills</li> </ul>	<ul style="list-style-type: none"> <li>• Individual visual communication system (PECs)</li> <li>• Targeted work from Speech and Language therapy (1:1)</li> <li>• 1:1 support from TA's on individual Speech and Language targets.</li> <li>• Individual Support from the Social Communication team</li> <li>• Speech and Language Therapy blocks delivered by the NHS SALTA</li> </ul>



## INCLUSION PROVISION AT OLQOH

- Role play and Drama
- Word Aware strategies used as part of whole class teaching.
- 'Rules' of good listening displayed, taught, modelled and regularly reinforced
- Pupil's name or agreed cue used to gain individual's attention – and before giving instructions
- Key words/vocabulary emphasised when speaking and displayed visually with picture cues
- Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus,
- Delivery of information slowed down with time given to allow processing
- Pupils are given a demonstration of what is expected
- System of visual feedback in place to show if something has been understood
- Pupils are encouraged – and shown – how to seek clarification
- Prompt cards using a narrative framework (who, where, when, what happened etc.)
- Parents advised of new vocabulary so it can be reinforced at home

- Support or alternative provision for break times e.g. Nurture group etc.
- Social stories written for specific areas of difficulty
- Comic strip conversations In class support to facilitate ac


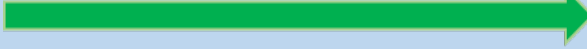



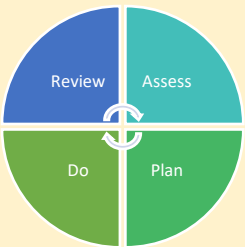


# INCLUSION PROVISION AT OLQOH

## Sensory and physical difficulties:

*(Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning.*

*Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.)*

 <p style="text-align: center;"><b>Wave 1</b></p>	 <p style="text-align: center;"><b>Wave 2</b></p>	 <p style="text-align: center;"><b>Wave 3</b></p>
		
<ul style="list-style-type: none"> <li>• Differentiated curriculum planning</li> <li>• Adaptions to the classroom (when appropriate)</li> <li>• Fine motor skill activities such as: peg boards, putty, cutting etc.</li> <li>• Additional movement breaks</li> <li>• School building is accessible for all</li> <li>• Classrooms have age appropriate furniture and environments</li> <li>• Visual prompts, pictures and ICT used appropriately to aid learning</li> <li>• High quality resources are readily available, organised to enable independence</li> <li>• Seating plans or group tables are used</li> <li>• Lesson organised to maximise active learning providing time for</li> </ul>	<ul style="list-style-type: none"> <li>• Use of specialist equipment</li> <li>• Pencil grips</li> <li>• Coloured overlays</li> <li>• Lap weights</li> <li>• Sloping boards for desks</li> <li>• Fidget busters</li> <li>• Gross motor programmes</li> <li>• Jump ahead</li> <li>• Balance boards</li> <li>• Trim trail</li> <li>• Fine motor programmes</li> <li>• Write from the start</li> <li>• Large keyboard for computer work</li> <li>• Touch typing programme</li> <li>• Zones of Regulation</li> <li>• Sensory Circuits for groups of pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Individual work station</li> <li>• Social stories</li> <li>• Comic Strip Conversations</li> <li>• Targeted work from Occupational Therapy supported by TA's/ Class teachers</li> <li>• Advice from Physiotherapy, OT Team &amp; School Nurse Team</li> <li>• Advice from the Learning Advisory team.</li> <li>• Individual support with self-care where appropriate</li> <li>• Write from the Start-Hand-activities to help eye co-ordination</li> <li>• Sensory Circuits for individual pupils.</li> <li>• Use of Clicker</li> </ul>



## INCLUSION PROVISION AT OLQOH

concentration, discussion, thinking,  
reflecting and questioning


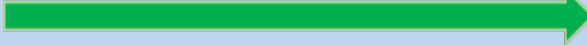
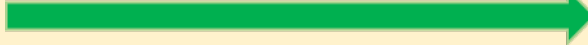

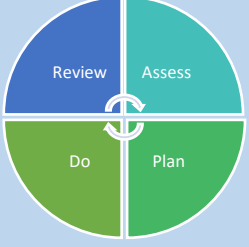
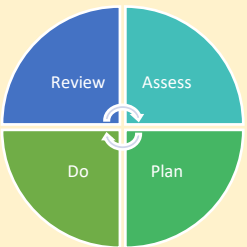
- Outdoor learning opportunities

- Implementation of an Early Help Plan to access support for pupil and family.



# INCLUSION PROVISION AT OLQOH

Emotional and social development: (*immature social skills, difficulties making and sustaining healthy relationships*)

 <p><b>Wave 1</b></p>	 <p><b>Wave 2</b></p>	 <p><b>Wave 3</b></p>
		
<ul style="list-style-type: none"> <li>• Differentiated curriculum planning</li> <li>• Whole school behaviour policy</li> <li>• School &amp; class rules</li> <li>• PSHE planned lessons using SEAL</li> <li>• Whole school assemblies</li> <li>• Class circle time</li> <li>• Talking partners</li> <li>• Class visual timetable</li> <li>• Individual visual timetable</li> <li>• Visual reward systems</li> <li>• House point system</li> <li>• Timers &amp; stress relievers</li> <li>• Praise and high expectations</li> <li>• Whole class behaviour charts e.g. house points</li> <li>• Certificates</li> <li>• Class Monitors, School council</li> <li>• Strategies for Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) are being consistently used</li> </ul>	<ul style="list-style-type: none"> <li>• Social skills &amp; self-esteem, Resilience groups</li> <li>• Rainbows group</li> <li>• STEP programme (Transition support)</li> <li>• Individual reward system &amp; behaviour logs</li> <li>• Additional support at playtime (break time and lunchtime clubs)</li> <li>• Fiddle objects</li> <li>• Circle of Friends</li> <li>• Anxiety Monster support group</li> <li>• Implementation of an Early Help Plan to access support for pupil and family.</li> <li>• Nurture groups</li> <li>• Use SEMH assessment tools like The Boxall Profile completed to highlight needs and track progress</li> <li>• 1:1 barrier games to develop turn taking and listening skills</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 or group Emotional Literacy Programme</li> <li>• Counselling</li> <li>• Individual work station</li> <li>• Individual social stories to teach specific social skills</li> <li>• Targeted work from –Behaviour Support, CAMHS, Educational Psychology</li> <li>• Individual support from Mental Health worker/ Art therapists</li> <li>• Support available if pupil has to leave the classroom to go to a pre-agreed place</li> <li>• Support at times of particular stress e.g. coming into school, home time, PE lessons etc.</li> </ul>





## INCLUSION PROVISION AT OLQOH

- Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence.
- Give the pupil a classroom responsibility to raise self-esteem
- Play calming music where appropriate
- Give breaks between tasks and give legitimate 'moving around' activities e.g. Brain Gym, wake up and shake up, Sensory Circuit activities
- Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources
- Teach pupils how to use post-it notes for questions and ideas rather than interruptions (when appropriate)

- Daily/weekly sessions with a learning mentor or trusted adult in school
- 5-point scaling programme
- Sensory Circuits support
- Zones of regulation support



### Top 10 for Quality First Teaching at OLQOH

- ✓ Focused lesson planning with clear objectives, identified according to needs of all pupils
- ✓ Teachers knowing their pupils well and understand the implications of SEND on learning
- ✓ High levels of pupil involvement and engagement with their learning
- ✓ High levels of challenge and expectations
- ✓ Appropriate use of questioning, modelling and explaining
- ✓ Classroom well organised and labelled
- ✓ Instructions given in small chunks with visual cues
- ✓ Children are to demonstrate understanding in a variety of ways
- ✓ Range of groupings are used within the class
- ✓ Classroom assistants planned for and used to maximise learning



# INCLUSION PROVISION AT OLQOH

