

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		
Speech, Language and/or Communication Difficulties including Autistic Spectrum Disorder.	<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.
Cognition and Learning.	<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.
Social, Mental and Emotional Health.	<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.

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Sensory, Physical and/or Medical Difficulties including Visual and Hearing Impairment.	<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.