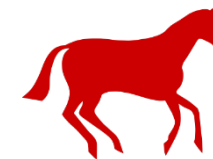


Nursted Community Primary School - School Offer

Our Inclusion Promise – The Nursted Way



Our approach to inclusion

At Nursted, we believe that every child belongs in every classroom.

We do not create different curricula for different children. We create classrooms where every child can access ambitious learning through excellent teaching, thoughtful adaptation and carefully planned support.

Our approach is rooted in Quality First Teaching, adaptive teaching and the graduated response. Adaptations are designed to remove barriers to learning rather than lower expectations.

We aim to develop independence, participation and confidence, with additional adult support carefully planned and reduced wherever possible.

We involve pupils in identifying what helps them to learn and regulate. We aim to build independence by teaching pupils how to use adaptations and gradually reducing adult or scaffolded support when appropriate.

Our Commitments:

1. Ambitious curriculum for all
2. Quality First Teaching
3. Adaptive teaching
4. Explicit vocabulary and communication support
5. Cognitive and learning adaptations
6. SEMH and regulation support
7. Sensory and physical access
8. Assistive technology and alternative recording
9. Targeted and specialist intervention
10. Independence, pupil voice and partnership

Teaching and Learning

Universal – Teaching and Learning • Provision Map tracking • Retrieval practice • Explicit teaching of vocabulary • Activation of prior knowledge • Clear explanations and small steps • Teacher modelling • Worked examples • Think-alouds • Frequent checking for understanding • Chunking of information and tasks • Reduced cognitive load • Visual supports and dual coding • Memory prompts • Knowledge organisers • Appropriate scaffolding • Planned opportunities for discussion and partner talk • Sentence stems • Processing time • Reduced/rephrased language where appropriate • Appropriate challenge and high expectations • Live/formative feedback • Opportunities for pupils to record learning in different ways • Flexible seating arrangements • Concrete resources and practical examples	Adaptive Teaching Teachers adapt teaching in response to identified barriers, need and assessment, while maintaining ambitious learning intentions. Adaptations may be temporary or ongoing and should promote participation and independence. Adaptations may include • Changing presentation • Changing scaffolding • Changing the level of support • Changing how pupils record their learning • Increasing or reducing practice • Adapting resources • Adjusting pace • Providing additional processing time • Using visual or concrete resources • Using assistive technology • □ Explicit vocabulary teaching • Pre-teaching key vocabulary • Visual vocabulary • Widgit symbols • Word banks • Sentence stems • Vocabulary displayed throughout lessons • Opportunities to rehearse new vocabulary	Alternative recording methods • May include: • typing • speech-to-text • scribing where appropriate • audio recording • photographs • video • diagrams • practical demonstration • use of technology	Organisation and Executive Function • Visual timetables • Individual visual schedules • Now/Next boards • Task boards • Digital checklists • Breaking tasks into manageable steps • Timers • Memory prompts • Equipment checklists • Clear routines • Support with planning and sequencing • Visual reminders • Explicit teaching of organisational strategies
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• Repetition and rehearsal of key learning • Opportunities to practise and apply learning in different contexts • Explicit teaching of learning behaviours and strategies • Opportunities for pupils to explain, demonstrate and reflect on their learning Resources: ○ Handwriting/fine motor control programme ○ Specialist resources – pencil grips, triangular pencils, variety of types of scissors ○ Multi-sensory equipment ○ Construction ○ Tools and Materials e.g. brushes/pencils, collage ○ Range of equipment & opportunities for balancing, exploring etc. ○ Sand and water play ○ Provision of left handed equipment ○ Written signs for class labels in classes ○ Dough Disco (EYFS) ○ Seating arrangements (r-handed, l-handed etc.)	• Partner talk • Processing time • Reduced language load where appropriate • Gradually fading scaffolds to promote independence • Providing pre-teaching • Adjusting the amount of information presented at one time • Providing additional opportunities for rehearsal and overlearning • Changing the level of prompting • Providing pre-teaching and/or pre-exposure to key learning • Using concrete and practical approaches where appropriate Adaptive teaching does not mean: • giving pupils an easier curriculum • lowering expectations • automatically providing adult support • creating a different worksheet for every SEND pupil		
Inclusive Continuous Provision Across the school, pupils are provided with opportunities to access learning through practical, purposeful and meaningful experiences. Including: • Explore • Build • Perform	Effective Adult Support Where additional adult support is required, adults work alongside the teacher to remove barriers and develop pupil independence. • Pre-teaching • Reinforcement • Scaffolding • Questioning • Prompting	Assessment and Review • Regular assessment of progress • Formative assessment • Frequent checking for understanding • Identification of barriers to learning • Review of adaptations • Review of SEN Support Plans • Pupil voice • Parent/carers voice	

• Investigate • Manipulate • Discuss • Create • Problem solve • Demonstrate learning in different ways	• Supporting access • Supporting regulation • Supporting communication • Fading support • Promoting independence • Avoiding over-reliance on adults Teaching assistants supplement rather than replace the teacher.	• Teacher assessment • Graduated response • Adjusting provision in response to evidence
Universal Communication & Interaction • Explicit vocabulary teaching • Pre-teaching key vocabulary • Visual supports • Widgit symbols • Reduced language load where appropriate • Sentence stems • Processing time • Partner talk • Opportunities to rehearse communication • Visual success criteria/instructions • Opportunities to communicate learning in different ways • Speech and Language support groups •	Universal SEMH & Regulation • Predictable routines • Clear expectations • Regulation opportunities • Movement breaks • Choice • Anxiety-reducing strategies • Visual preparation for transitions • Calm spaces • Sensory regulation resources • Positive relationships • Consistent adult responses • Restorative conversations • Co-regulation • Opportunities to identify and communicate feelings • Pre-emptive support before dysregulation • Post-incident reflection and debriefing • Now and Next boards	These are essentially your handbook's SEMH principles. Universal Sensory & Physical Access • Flexible seating • Flexible positioning • Movement opportunities • Sensory resources • Fidgets • Ear defenders • Sloping boards • Alternative writing positions • Access to appropriate specialist resources • Opportunities for practical and hands-on learning • Alternative ways of recording learning • ELSA
Universal Assistive Technology • Line Focus • Background colour adjustment	• Windows Dictation • Digital word banks • Digital checklists • Visual timers	• Audio recording • Photographic recording • Video explanations • Laptops/tablets as alternative recording methods

The 4 Key Areas of Need:			
Communication and Interaction <i>Including ASD & SCLN</i>	Cognition and Learning <i>Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)</i>	Sensory and/or Physical <i>Visual Impairment; Hearing Impairment;, Multi-Sensory Impairment; Physical Disability,</i>	Social, Mental and Emotional Health <i>Including ADHD</i>
Targeted Provision <i>Provision for needs that are additional and different</i> ○ Speech and Language 1:1 ○ Lego Therapy ○ Nurture Room (enhanced Provision - ELP)	Targeted Provision <i>Provision for needs that are additional and different</i> ○ Individual SEN Support Plan/Need Led Plan/EHCP ○ Differentiated resources ○ Multi-sensory letter work & spelling programmes ○ Task Board ○ Group use of ICT programmes ○ Small group of support for English outside class e.g. Precision teaching, phonics ○ Small group of support for maths outside class e.g. Numbers Count ○ Daily reading with an adult ○ Working Memory Group ○ Precision Teaching ○ Pastel paper ○ Coloured overlay sheets Assistive Technology ➤ Immersive Reader ➤ Read Aloud ➤ Line Focus ➤ Background colour adjustment ➤ Speech-to-text ➤ Windows Dictation ➤ Predictive text	Targeted Provision <i>Provision for needs that are additional and different</i> ○ Individual SEN Support Plan/Need Led Plan/EHCP ○ Fine Motor skills programme ○ Gross Motor skills programme ○ Differentiated PE resources – spider balls, balloon balls etc. ○ Sports events – additional preparation ○ Handwriting scheme ○ Specialist equipment	Targeted Provision <i>Provision for needs that are additional and different</i> ○ Individual SEN Support Plan/Need Led Plan/EHCP ○ Alternative lunch-time provision ○ Talk about ○ Team of Life ○ Lego Therapy ○ Thrive ○ Nurture Room (enhanced Provision) Assistive Technology ➤ Digital checklists ➤ Visual timers
Communication and Interaction <i>Including ASD & SCLN</i>	Cognition and Learning <i>Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)</i>	Sensory and/or Physical <i>Visual Impairment; Hearing Impairment;, Multi-Sensory Impairment; Physical Disability,</i>	Social, Mental and Emotional Health <i>Including ADHD</i>

Specialist Provision <i>Provision for specialist needs</i>	Specialist Provision <i>Provision for specialist needs</i>	Specialist Provision <i>Provision for specialist needs</i>	Specialist Provision <i>Provision for specialist needs</i>
○ Individual SEN Support Plan/EHCP ○ Personalised timetable ○ Individual Speech therapy ○ Care Plans. ○ Intervention delivered by Speech therapist or specialist TA ○ Visual Supports e.g. Now/Next boards; Choice Boards; ○ Individual ICT programmes ○ Work station for part of day ○ Social stories ○ Outside agency advice ○ Individual risk assessments ○ Augmented Communication aids ○ Sensory Diet ○ Calm Place ○ Increased Adult Support ○ Additional planning and arrangements for transition ○ Home/School book	○ Individual SEN Support Plan/EHCP ○ Pre-teaching of class learning ○ Reinforcement practice of class learning ○ Use of individual ICT programmes targeting learning e.g. dance mat ○ One to one support for literacy outside class e.g. precision teaching, phonics ○ One to one support for maths outside class e.g. Numbers Count ○ List of current and future topic words ○ TA support daily with SEN Support Plan outcomes ○ Additional planning and arrangements for transition ○ Outside agency advice ○ Efficient word processing ○ Dyslexia packs ○ Tinted overlays/rulers	○ Individual SEN Support Plan/EHCP ○ Provision of specialist equipment – ICT, sloping board, grips, sticky mats, special cushion etc. ○ Individual handwriting/fine motor skills work ○ TA support/monitoring at lunchtimes ○ Individual planning and arrangements for transition ○ Outside agency advice – and specialist teacher support (e.g. teacher for the deaf) ○ Individual risk assessment ○ Individual intimate care plan ○ Individual manual handling plan ○ Access to enlarged resources ○ Awareness of fatigue ○ Scribe provided ○ Handwriting ○ Physio exercises ○ TA support in PE/dance/games ○ Personal use of technology e.g. laptop or iPad for alternative method of recording	○ Individual SEN Support Plan/EHCP ○ Individual reward/sanction ○ TA support individual debriefing/pre-empting ○ Risk Management plan – The Big Feelings Curve ○ Playtime monitoring ○ Anger Management ○ Counselling from outside agency – referral made ○ Input from behaviour support team ○ Individual seating or work station for aiding concentration for part of day ○ Home school liaison book ○ weekly feedback to parents face-to-face ○ Time out system and space ○ Additional transition arrangements ○ Individual risk assessments ○ Internal exclusion ○ Planned used of physical positive handling (Team Teach) ○ CAMHS involvement and referral ○ Bereavement support