

**Merdon Junior School**

# **INCLUSIVE PROVISION**

Our offer for all pupils



# A culture of Inclusion

To create a culture of inclusion, everyone at Merdon Junior School knows what inclusion looks like. It is an area where every staff member is committed to the shared understanding and outcomes. If we achieve genuine inclusion then no one feels different and the word becomes defunct! It becomes the culture of the ordinary. We believe that inclusion is only ever achieved through consistency of approach and when a culture and ethos is shared.



**Please see our SEND Information Report for more information about our SEND register and criteria.**

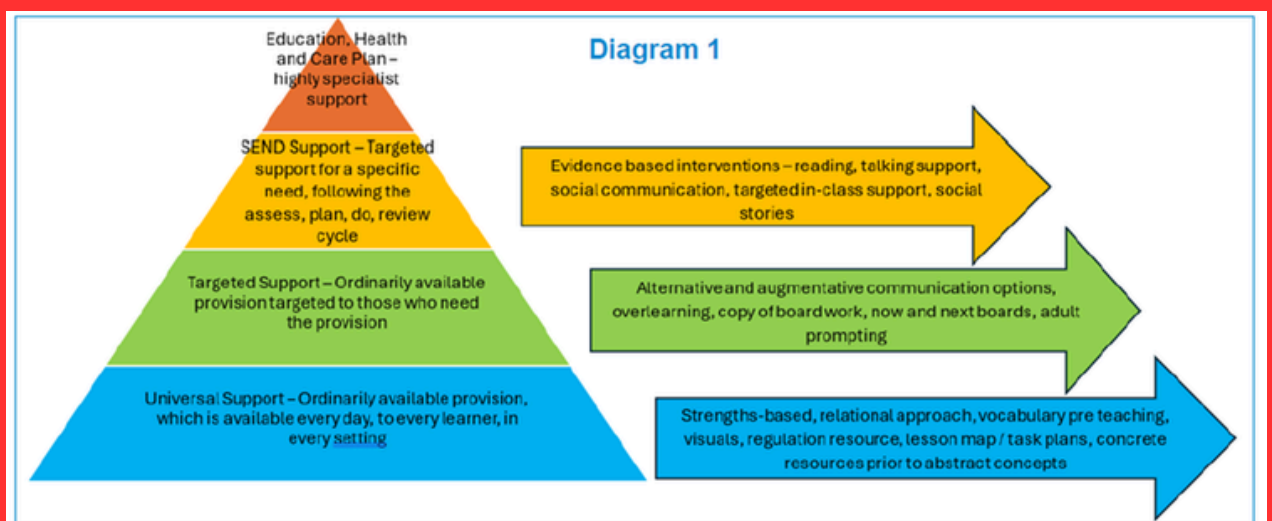


# What is Ordinarily Available Provision?

Ordinarily available provision (OAP) directly interlinks with high quality inclusive teaching (HQIT). OAP enables an inclusive classroom environment to be created for any child experiencing a potential barrier. OAP focuses on creating the optimum learning environment to ensure all children can equitably access their education offer and benefit from high quality teaching. It is the reasonable adjustments that we make at Merdon Junior School so that individuals, groups and cohorts can actively learn and thrive. We know that what benefits those with additional needs, ultimately benefits everybody, so this document aims to outline the practical strategies we use to support inclusion.

## How is Ordinarily Available Provision implemented?

A graduated approach to ordinarily available provision is put into practice, as outlined in diagram 1. Ordinarily Available Provision is implemented prior to the more targeted, adapted provision actioned through SEND support, where children have been placed on the school's SEND register.



Not all of the Universal and Targeted Support given in this document will be appropriate for all children at all times. As with all support, it needs to be well-matched to the needs of the individual child.

However, Universal Support is known to be effective teaching practice.

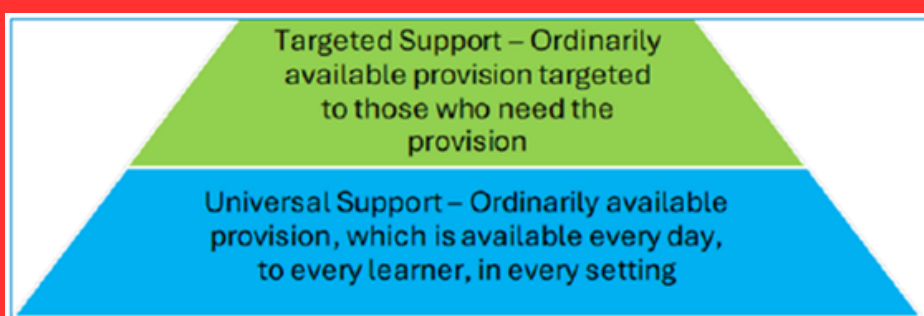
Where outside agencies have been referred to by the school, their advice will be considered in the Targeted Support that the school then provides. Where private agencies have been consulted at parent request, any provision suggested will be considered by the school in reference to this document and the assessments that the school have made of the child in the school environment.

Children may be asked for their views on the provision offered, where appropriate. The school actively seeks to work in co-production with parents and parents' views are taken into account when planning support for their child. Parents' views on specific provision will be considered alongside this document and alongside assessments that the school have made of the child in the school environment.

# What is Universal and Targeted Ordinarily Available Provision



This document summarises our ordinarily available provision. For each area, the universal elements are identified as well as those which are marginally more targeted and therefore may not be required at all times.



## Learning Environments

### Universal Provision

#### Clear classroom climate

Purposeful classroom environments, where learners know what to expect from adults

#### Consistent and explicit boundaries

Explicit expectations are shared, easy to follow and create a sense of reassuring predictability and routine.

#### Low sensory display of information

Wall displays support the learning journey and consideration is given to colours, lighting and arrangement. Where appropriate, information is colour-coded, dual coded with visuals and modelled in steps so as not to overload.

#### Resource availability

Additional resources are made easy reach to help to build independence.

#### Seating arrangements

This is considered alongside the child's views, as different learners may thrive or find specific spaces difficult.

#### Lighting

Consideration is given to the positioning of children and teacher in relation to windows, light and distractions

#### Noise levels

We ensure that classroom noise levels are conducive to learning

#### Communication friendly environment

Visual supports, cues and labelling are integrated to support better understanding and reduce anxiety

### Targeted Provision

#### Access to the site

This can include roads, kerbs, gates, flow of people and traffic

#### Access to the building

This can include stairs, ramps, doors, uneven surfaces, 'hidden' steps, flow of people

#### Quiet spaces

We recognise that some children have noticeable benefit from access to quiet, calm, distraction free spaces

#### Individual workstations

We recognise that some children have improved engagement in learning with access to an individual workstation

#### Adapted furniture

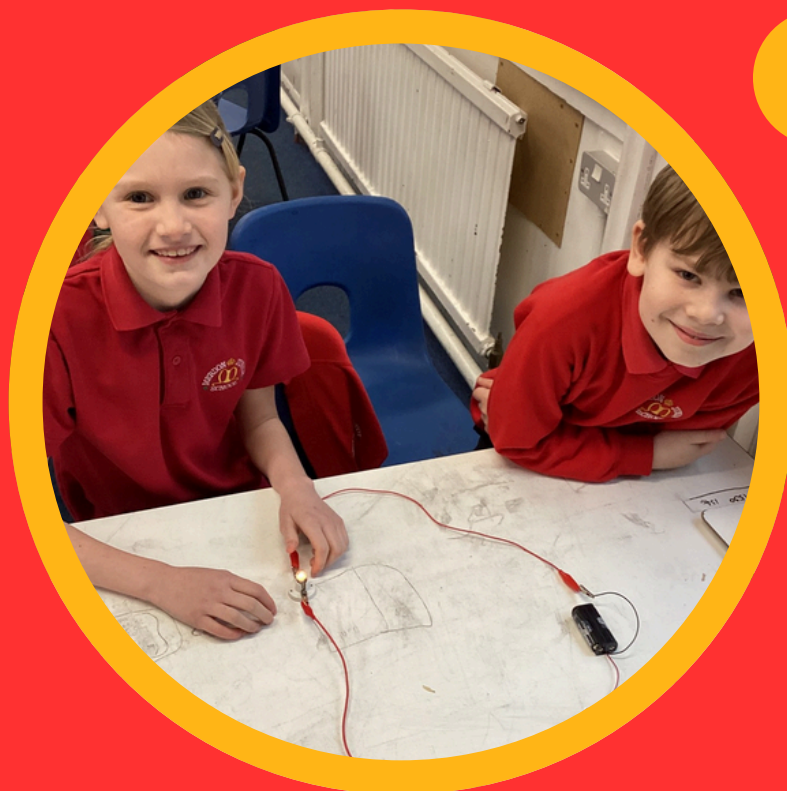
When learners have the specialist recommended furniture or equipment they require, this can be accommodated

## Teaching Principles

### Universal Provision

<b>Adaptive delivery</b>	In the moment adjustments based on assessment that is ongoing and responsive.
<b>Chunking information</b>	Information and instructions are given in manageable 'chunks' and checked for understanding before moving on, to support working memory.
<b>Clear end point</b>	Wherever possible children are given success criteria or a WAGOLL (What A Good One Looks Like example) so that they understand what they are striving for.
<b>Concrete resources</b>	Multisensory, concrete resources are used, such as place value counters in maths, to support understanding of new concepts and help visualise more abstract concepts.
<b>Crafted questioning</b>	Questions are planned carefully and may be adapted in language and complexity for specific children to allow engagement and assessment.
<b>Adapted instructions</b>	We recognise that different learners will need different amounts of instruction and the delivery of this may vary.
<b>Grouping</b>	Seating and use of grouping is used to support, stretch and enable collaborative working.
<b>Modelling</b>	This will usually be from the teacher, but can also be by a peer. Modelling with a commentary of the thinking process supports understanding of the process and the decision making behind it.
<b>Ongoing, responsive assessment and feedback</b>	We address misconceptions as they arise and refer back to explicit success criteria in the moment. Assessment may be verbal or written, depending on the individual learner.
<b>Opportunities for repetition and deliberate practice</b>	Deliberate practice of key skills is focused on the most important aspects of learning and transferring these to long term memory.
<b>Explicit teaching of vocabulary</b>	Where there is new or key vocabulary, this is addressed explicitly at the start of learning. This key vocabulary is then highlighted throughout the lesson and children are encouraged to use this, both verbally and in written responses.

<b>Scaffolding and support</b>	Different learners will require different levels of scaffolding and support to achieve an outcome, but this can include sentence starters, writing frames to structure ideas or worked examples to follow.
<b>Targeted Provision</b>	
<b>Overlearning and consolidation</b>	Additional opportunities for overlearning and the consolidating of learning is provided for some learners to ensure transfer to long term memory, such as additional times tables practice
<b>Adapted objectives</b>	Where some children need further support, the objective for the learning may be adapted to focus on their specific next step.
<b>Adapted outcomes for the learning</b>	For some children, a written outcome may not be the most effective way for them to show their learning. On some occasions, where appropriate, an alternative method of showing their learning may be used, such as creating a diagram.



## Cognition and Learning

### Universal Support

<b>Time to rehearse reading</b>	We give time to promote confidence and fluency.
<b>Deliberate personalisation of the outcome</b>	We are often able to adapt the outcome to a lesson to make it more accessible e.g. asking children to create a diagram of what they have learnt rather than write
<b>Giving information in the order of completion</b>	Chronologically ordered instructions mean there is no requirement to try and order the information as well as follow it.
<b>Making instructions concise</b>	By keeping instructions simple, we limit use of working memory.
<b>Providing key word spellings/knowledge organisers</b>	We display key vocabulary so that key information is to hand without having to seek it. Our knowledge organisers explain what the key vocabulary means.
<b>Providing opportunities for structured guided reading</b>	Our teaching enhances comprehension and fluency through systematic and explicit instruction of daily reading skills
<b>Seating at the front of the room, close to the board</b>	This helps to minimise distractions and means information is easily available as a reference.
<b>Use of cloze procedures</b>	We use cloze procedure to support comprehension and vocabulary development.
<b>Use of talk partners</b>	We give pupils thinking time or opportunities to discuss ideas with a 'talk partner' before requesting a response
<b>'Overlearning' of basic skills</b>	We provide daily explicit teaching so skills can be generalised
<b>Practical Learning</b>	We encourage active learning using a concrete, pictorial and pragmatic approach

<b>Visual aids to support memory</b>	We provide memory aids e.g. alphabet strips, number squares, post-its, key word lists, table squares
<b>Practical adaptations</b>	We consider practical adaptations e.g. font, coloured paper, line spacing, overlays, technology
<b>Targeted Support</b>	
<b>Interventions</b>	We use evidence-based interventions to develop skills e.g. spelling, handwriting
<b>Additional assessments</b>	Where appropriate, we can use specific learning assessments and resources e.g. to identify maths difficulties
<b>Additional advice and support</b>	Our staff can seek specific guidance from the SENCo or other specialist staff to understand what strategies or approaches to use in line with advice from assessment or consultation



## Communication and Interaction

### Universal Support

**Being near to the learner when speaking and get their attention prior to speaking**

We recognise that this ensures the learner knows that you are speaking to them. We aim to gain the child's attention before talking to them, use their name followed by key word instructions e.g. 'Harry, stop'

**Ensuring key vocabulary and concepts are targeted first with consistent visual representation of vocabulary**

We recognise that focusing on key vocabulary first enhances understanding and builds retention, making it easier for information to be recalled.

**Incorporating specific teaching of inference skills**

We teach inference skills in reading every week as this supports comprehension and critical thinking.

**Limiting instructions to the number of words the learner can manage**

We ensure working memory and auditory processing are not overloaded by keeping instructions clear and simple.

**Providing opportunities to work with those who can provide a strong language model**

We recognise that peer learning can be low threat and happens in the moment.

**Providing structured opportunities to learn how to work as a group**

We understand that group work skills may still need deliberate practice, so we give a low threat way in which to do so.

**Visual prompts to support understanding**

We provide visual prompts if necessary, including pictures of key vocabulary, visual timetables, now and next, gestures

**Consideration of processing time**

Where appropriate, we give extra time to process what has been said before expecting a response. We cue children in e.g. Rosie, I'll ask you for an idea next.

### Targeted Support

**Specific interventions**

We implement targets from language programmes devised by a Speech and Language Therapist or the Schools Therapy Resource Pack

**Alternative communication methods**

Where this has been recommended by a therapist/specialist, we can provide an additional method of communicating e.g. use of ICT, Makaton, PECS

**Phonics intervention to support speech sounds**

Little Wandle 'Rapid Catch Up' can be used to support phonics using visual cues, e.g. cued articulation, pictures and actions.

## Social, Emotional and Mental Health

### Universal Support

<b>Creation of predictability</b>	Our consistency in approach with routines and behaviour expectations creates a safer environment where all know what will be happening.
<b>Ensuring conscious use of body language and voice</b>	Staff use open body language and gentle voice tone to support the creation of a low threat environment.
<b>Ensuring seating position meets needs</b>	We recognise that certain seating has the potential to escalate feelings of high alert or to reduce anxiety. Where possible and conducive to learning, staff consider children's views in their seating arrangements.
<b>Giving responsibilities within the class</b>	At times we use responsible pupil roles to support with self-esteem and regulation.
<b>Having sensitivity to the difficulties group work could pose</b>	These skills may not come naturally so working alongside others could be challenging in itself. We explicitly teach the skills that group work requires.
<b>Limitation of distractions</b>	We aim to make our classrooms as calm and distraction free as possible to support focus and concentration.
<b>Offer of a <i>get out with dignity</i> choice</b>	Adults avoid a situation escalating by giving choices without anyone feeling undermined in the process.
<b>Providing choices and/or suggestions</b>	By giving choices, we support those who find managing direct instruction difficult, also support those who are unable to think of responses.
<b>Providing planned rest breaks</b>	Planned breaks can be given where they enhance productivity and support the need for a physical or mental break from what is happening to avoid overwhelm.
<b>Providing regulation space</b>	The resources and displays in shared areas enable regulation and self-soothing in the moment.
<b>Use of visual and verbal preparations for change</b>	Where appropriate, we use social stories to demonstrate the passage of time and assist transitions.
<b>Monitoring of triggers</b>	When needed, we monitor the frequency and location of triggers to inform understanding. This may include talking to parents / carers about what might be happening at home.
<b>Adaptation of teaching strategies</b>	We ensure that reasonable adjustments are made, adapting learning for SEMH in the same way that the curriculum would be differentiated for learning

## Targeted Support

<b>Specific interventions</b>	These can include small group work e.g. friendship or social skills, nurture groups
<b>Buddying/Mentoring</b>	We can use buddying / peer mentoring to enable the child to take on either role, enabling them to either receive support from a peer or provide support to a peer.
<b>Professionals Meeting</b>	We may hold a professionals meetings to understand the child's behaviour to include observation and views of parents.
<b>Adaptation of rewards/sanctions</b>	We can use flexible and creative rewards and consequences e.g. 'catch them being good' sticker charts



## Physical and Sensory

### Universal Support

<b>Deliberate use of a multi-sensory approach to learning</b>	Strategies that use multiple senses may be used if there is an element where there is a specific need. By activating multiple sensory systems, we support retention and understanding.
<b>Classroom placement that supports need</b>	Dependent on need, specific placement in the classroom can be used where it supports learning and focus.
<b>Ensuring recording demands are adjusted</b>	Some recording mechanisms may be unnecessarily challenging for some children with specific needs, therefore we adapt recording demands where necessary.
<b>Ensuring resource appropriateness and availability</b>	We aim to ensure that every learner is able to undertake learning without delay or barrier.
<b>Adjustments to uniform</b>	Those with identified sensory needs may find certain fabrics or styles uncomfortable to wear so adaptations to uniform can be made, whilst still ensuring the children feel part of the school.
<b>Providing planned rest breaks</b>	Some children may require planned rest breaks to avoid fatigue and support in maintaining momentum and focus.
<b>Visual supports</b>	We use visual reinforcement (pictures and handouts) to support learning
<b>Exam arrangements</b>	We can apply appropriate exam concessions for children with an identified need e.g. visual or hearing needs
<b>Quiet learning environments</b>	We provide access to quieter learning environments at times if necessary
<b>Use of technology</b>	We use technology to support and enhance children's learning; for example, iPad connected to whiteboard and electronic books
<b>P.E.</b>	We can adapt PE activities e.g., use brightly contrasting equipment for children with visual impairment
<b>Toileting</b>	We provide an accessible toilet
<b>Classroom equipment</b>	We can use adapted equipment to enable children to access specific aspects of the curriculum e.g. cutlery, crockery, scissors

<b>Sensory support</b>	We aim to build a 'toolbox' that will help the learner when they are over or understimulated e.g. ear plugs or defenders, wiggle cushions, chair bands or handheld fidgets. These will be evaluated regularly to ensure they are supporting regulation and focus.
<b>Targeted Support</b>	
<b>Support with personal care</b>	We recognise that additional support and structure for personal care may be required and these areas may need specific structures such as social stories and visual cues to support.
<b>Specific equipment</b>	For some children with identified needs, we can incorporate equipment recommended by external support agencies.
<b>Health Care Plans</b>	Where children have an identified health need which school need to support with, we ensure they have an up to date Individual Healthcare Plan
<b>Risk Assessments</b>	Where children have an identified health need which school need to support with, we may undertake a risk assessment of the child's medical needs within the context of the setting environment and the needs / behaviours of other children





# What if Universal and Targeted Provision does not lead to progress?

A learner requires SEND support where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to their peers (universal and targeted support). This means that, after a full range of universal and targeted support has been utilised, they are showing that they have a significantly greater difficulty in learning than the majority of children of the same age.

To assess both the provision that has been provided and its impact, the school may use:

- Scores in tests used to assess the children's progress
- Measures of achievement at data drops
  - Parental information
- Teacher assessment and observation
  - Medical records
- Liaison with external agencies

Support strategies that may be appropriate for children at SEND Support will be different from or additional to those at Universal and Targeted support and will be matched to the child's need.

They may include:

<b>Cognition and Learning</b>	<b>Communication and Interaction</b>
<p>Assistive technology.</p> <p>Evidence based interventions for phonics, spelling or number.</p> <p>Overlearning to focus on developing automaticity of skills.</p> <p>Pre-learning of materials.</p> <p>Personalised timetables.</p> <p>Small group instruction.</p> <p>Targeted support for specific aspects of learning.</p>	<p>Evidence based interventions for developing language and social communication.</p> <p>Personalised visual timetable/processes/reminders.</p> <p>Planned access to a named adult.</p> <p>Planned support plans for transitions and unstructured times.</p> <p>Structured support for unstructured times.</p> <p>Use of social stories in preparing for and understanding situations.</p> <p>Use of comic strip conversations to support social situations.</p>
<b>Social, Emotional and Mental Health</b>	<b>Physical and Sensory</b>
<p>Additional intervention focused on personal, social, health and economic education (PSHE)</p> <p>Analysis of situations to look at the communication behind behaviours.</p> <p>De-escalation scripts for consistency.</p> <p>Emotional literacy support assistant (ELSA) talking interventions.</p> <p>Identified safe space.</p> <p>Intervention linked to the Zones of Regulation.</p> <p>Names of key adults, deployed strategically across the day.</p> <p>Personalised behaviour system as part of an individual Behaviour Plan.</p> <p>Risk assessments and management plans.</p> <p>Targeted support in unstructured times.</p>	<p>ELSA talking interventions.</p> <p>Monitoring and support of specialised equipment.</p> <p>Personal care plans.</p> <p>Screening for hearing, vision and physical needs.</p> <p>Implementation of individual plans from outside agencies (e.g. OT, physio, VI/HI teacher advisors)</p>