



Upper Nidderdale Primary Federation

Inclusion Intent

2026 - 2027

At Upper Nidderdale Primary Federation, we will all approach everything we do in the CHAMPS way, helping every child flourish into a caring, confident and resilient young person who has a **love of learning** and upholds our CHAMPS Values:

Community - Treat others as we would want to be treated ourselves

Hope – Giving confidence in what we can contribute and achieve together

Aspiration - Believe that we can be the best version of ourselves in all that we do

Mission – Living with purpose and commitment to making a positive difference

Perseverance – Not everything comes easily – keep trying to reach your goals and dreams

Shine – Let your light shine on yourself and others

As Rights Respecting schools, our intents are based around the following articles;

Article 23

You have the right to special education if you have a disability.

Article 28

All children have the right to a good quality education.

Article 29

All children have the right to an education that helps to develop their talents and abilities.

BELIEVE - ACHIEVE - INSPIRE

At The Upper Nidderdale Primary Federation, we set universal high expectations which systematically remove barriers to achievement and ensure that every decision serves the best interests of our most vulnerable learners. This culture is not an accident, but the result of intention and vision. Our commitment is to inclusion that permeates every aspect of school life. We know our pupils' unique circumstances and needs.

Our school priorities are both aspirational and responsive - with the interests of our most vulnerable pupils placed front and centre, guiding every decision. We cultivate a sense of belonging - Community - where all pupils feel welcome and are able to express their thoughts. Both schools across the federation are UNICEF accredited Rights Respecting schools, where positive and warm relationships are the norm and pupils feel safe, valued and confident.

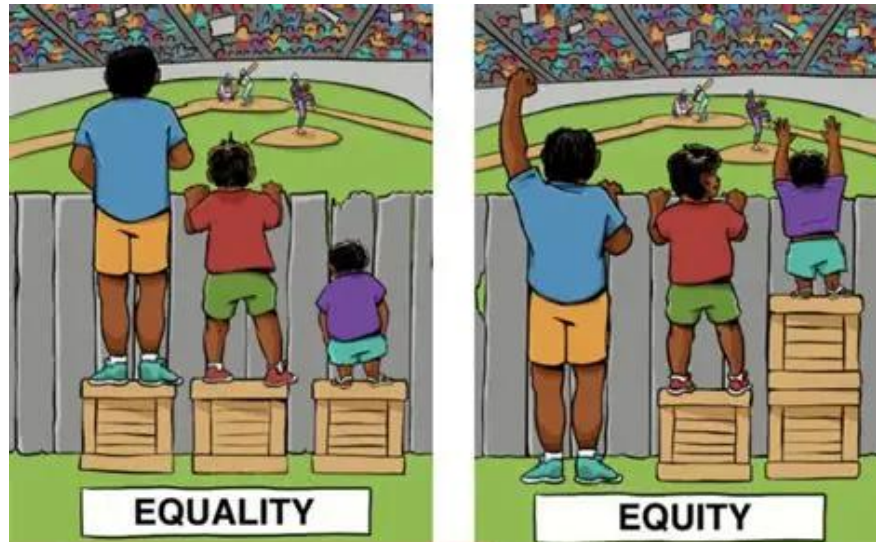
We believe in nurturing the whole child. The day starts with an calm and predictable structure. Children are welcomed into school, choosing the way that they want to be greeted. They are offered the opportunity to record their feelings and to 'check in' with an adult if they want to talk about anything that is worrying them. This 'listening ear' ensures that pupils feel valued and enhances their ability to feel calm, builds self-esteem and ensures that they are ready to engage with their learning.



BELIEVE - ACHIEVE - INSPIRE

Equity is the foundation of our ambitious vision, ensuring that every pupil has what they need to succeed - removing any barriers to their learning. It is our mission to ensure that all pupils succeed, regardless of their starting point. We proactively ensure that equitable enrichment is embedded in all choices made regarding our pupils. Staff are trained to adapt learning

Inclusion is the responsibility of all staff. This is embedded in all practice so that no child is left behind. Our assessment procedures ensure that progress can be evidenced for all pupils and next steps, including high-quality targeted support can be planned for. We use Bsquared for pupils working below ARE and plan personalised pathways from our assessment.

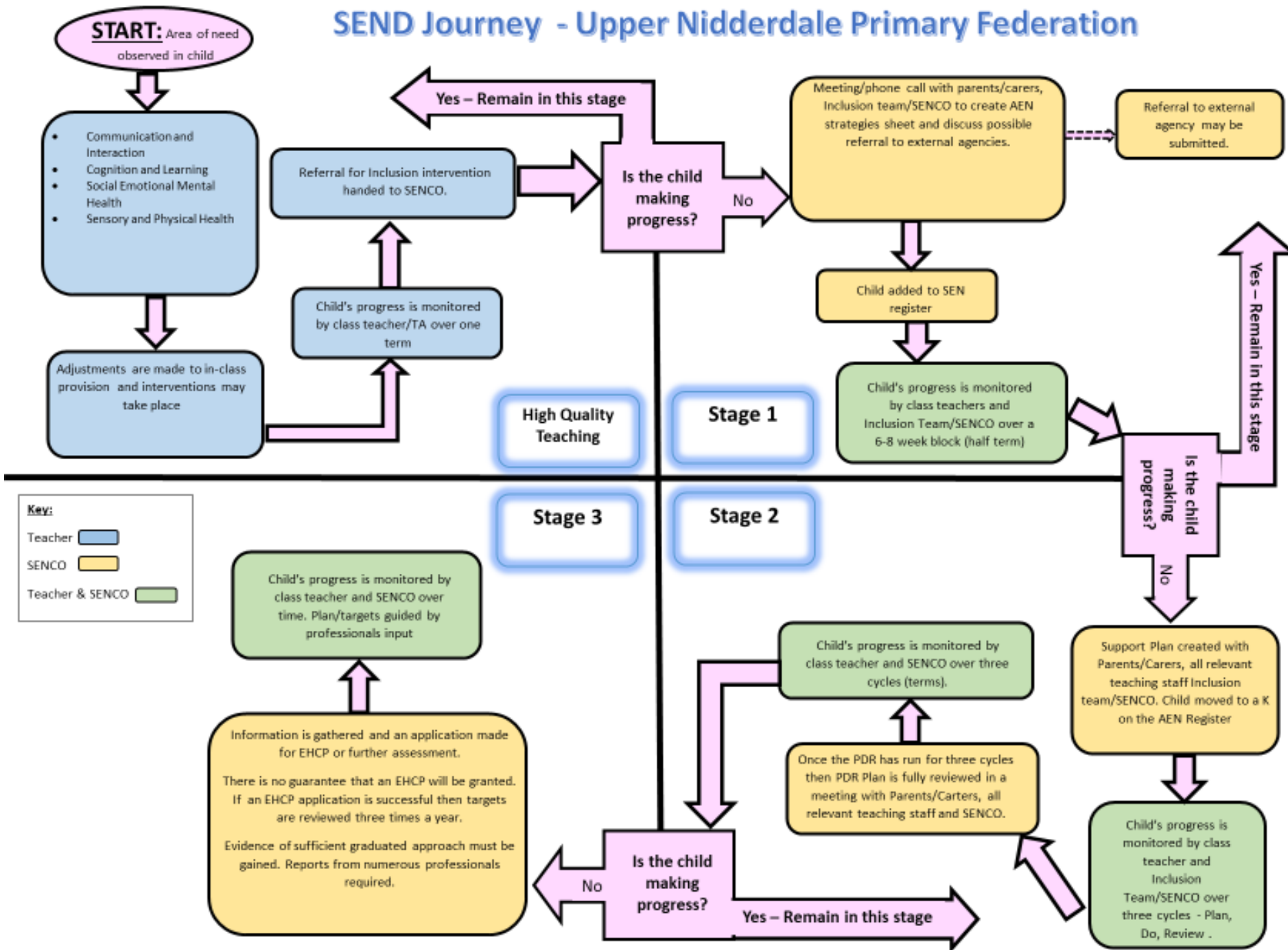


Early and Accurate Identification

We believe that a cornerstone of effective practice is the prompt and precise identification of pupils' needs. We work closely with families, previous settings and external specialists. This proactive approach ensures that any potential barriers to learning for pupils with SEND those who are disadvantaged or other vulnerable groups are identified quickly. This work begins the moment that a child joins our federation, enabling staff to build a comprehensive understanding of their starting points and tailor provision from day one. The rationale for early identification is that provision can be put into place sooner before gaps in progress and development between children with and without SEND become too wide.

We use our 'SEND Journey' flow chart to ensure that all staff know the part that they have to play in the early identification of needs and highlight who is responsible for each part of the identification process. Alongside this, we have identified where outside agencies should be involved. We firmly believe that no schools works in isolation and we engage with a range of professionals to secure helpful advice and plan appropriate support. This includes working closely with specialists such as speech and language therapists, the SEN hub, Early Help and the 'virtual school. Crucially, these partnerships extend to parents and carers, who are vital collaborators. We prioritise this relationship so that parents feel included in decisions about their child's education and work with staff to remove barriers.

SEND Journey - Upper Nidderdale Primary Federation



Early Intervention/Preventing Escalation

We firmly believe that preventing escalation is key. Our ethos and Behaviour Policy is built on building strong, trusting relationships, maintaining a calm environment and using predictable, consistent and positive language - linked directly to our vision. Staff use WING language in their interactions with pupils -

- **W** - Wondering - I wonder if you might like to get some fresh air.
- **I** - Imagining - I imagine that it was hard work to finish all that Maths.
- **N** - Noticing - I have noticed that you are struggling to say in your seat, so I am guessing that you might like a break.
- **G** - Guessing

We believe that building relationships is foundational to understanding and supporting pupils to create a safe and secure environment for pupils.

Staff are trained to use the PACE approach through a rolling program of CPD. Quality Assurance is used to identify the impact and to identify any further support needed.

P.A.C.E.

PACE has 4 principles:



P - Playfulness - when we are stressed by a child/young person's behaviour, we can forget our own sense of humour and light-heartedness which can do so much to defuse a difficult situation. It can be as simple as keeping your tone of voice light rather than stern or it can be making time for fun which can transform emotion and mood.



A - Acceptance - This does not mean accepting unsafe behaviours, rather accepting the thoughts, wishes, needs, motivations and feelings that children/young people may share with us or be communicating through their behaviour. It means acknowledging the things they struggle with rather than trying to persuade them to co-operate or to understand our point of view.



C - Curiosity - Curiosity is the super-power we all have that helps us explore situations rather than assuming we already know what's going on - It helps explore what's going on beneath the behaviour. Curiosity involves wondering and asking what's going on for the child/young person.



E - Empathy - Empathy shows that we are listening to and are tuned into the person's feelings and experience. It can communicate that we care, which helps build connection. It can transform emotions, situations and relationships. When we are empathic we validate the person and their experience.

The Escalation Cycle

We firmly believe that recognising early warning signs allows for quicker intervention.

1. **Calm** - Children are responsive.
2. **Trigger** - An event causes anxiety (this can be a visible trigger, a change in routine, a trigger experienced by the child - but not obvious or a perceived threat)
3. **Agitation** - Behaviours such as tapping, gets out of seat, talking loudly, being off-task etc.
4. **Acceleration** - The child argues, refuses and the situation becomes more volatile.
5. **Peak** - The behaviour is severe (e.g. shouting, swearing, physical aggression)
6. **De-escalation** - The child begins to calm down
7. **Recovery** - The child is quiet, but exhausted.

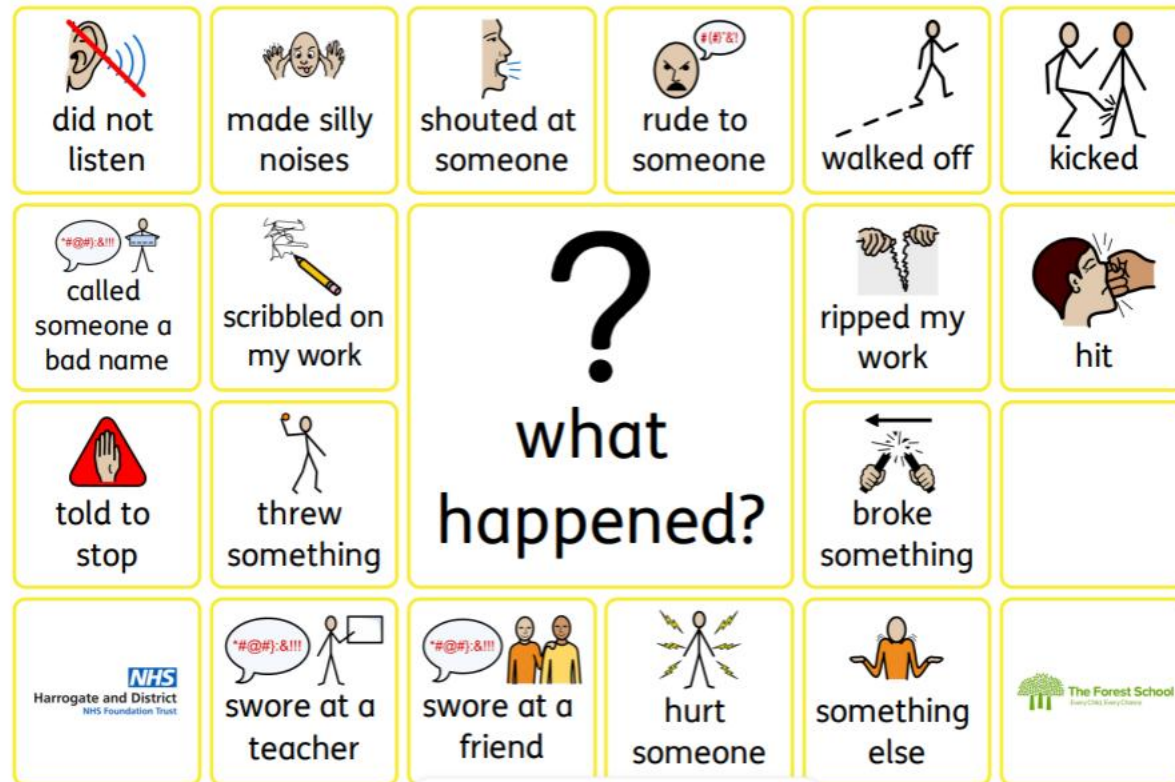
During 'Peak' we ensure safety.

During recovery, we avoid blame and allow time for reflection

Our aim is to intervene before acceleration. Known triggers are avoided and if pupils are agitated, we use strategies such as - offering distraction, change of setting, use of The Gap, Tap -Out (change of face), movement breaks etc.

Post Incident Support

To support pupils restoratively after an incident, we use the NHS Post Incident Support Pack. This promotes discussion and supports pupils that might struggle to verbalise their actions/emotions. Triggers can be identified and plans put in place to avoid repetitions where possible.



Strategic Use of Funding

Additional funding, such as Pupil Premium is a powerful tool for promoting equity when used effectively. We use funds intelligently and thoughtfully to directly address the challenges that some pupils face.

This is not about generic provision, but targeted, strategic investment. We use this funding in a variety of ways such as;

- Employing additional staff who skillfully support disadvantaged pupils with their learning.
- Funding educational trips and enrichment activities to ensure equal access for all.
- Providing bespoke interventions to address academic gaps or social and emotional needs.
- Providing CPD to all staff and using Quality Assurance to analyse the impact and identify further support needed for whole staff, groups and individuals.

Ensuring Equitable Enrichment

We believe that a rich programme of extra-curricular activities and experiences is a hallmark of a great primary school experience, We promise a cast-iron guarantee that every pupil can participate. We are relentless in our efforts to overcome barriers such as funding trips for pupils who are disadvantaged.

Our commitment ensures that enrichment genuinely widens pupils' horizons regardless of their background.

Staff consistently and strategically enhance the opportunities and experiences of disadvantaged, SEN, LAC or known to social care pupils by monitoring their engagement and being professionally curious about the barriers that may prevent them accessing these. Where barriers are identified, they are swiftly, effectively and sensitively addressed.

Rigorous Monitoring and Review

At the UNPF, we believe that a defining feature of excellence is the relentless focus on impact. We use Insight and Bsquared to measure impact and plan next steps.

We carefully measure the impact of support that has been put in place and this culture of constant, reflective practice ensures that provision remains responsive to pupils' evolving needs.

We use Nautilus to monitor and quality assure the quality of teaching and learning, focusing on inclusion. This system supports workload and ensures a consistent, forensic and strategic approach to monitoring. Next steps are shared with staff instantly and any necessary support or adjustments are put in place.

These high-level systems create the conditions for success, which are then translated into high-quality inclusive practice within the classroom.

High Impact Curriculum and Teaching Strategies

We believe that an ambitious, well-sequenced curriculum delivered through expert adaptive teaching is the primary driver of academic achievement for all pupils. We do not offer a diluted or simplified curriculum for our vulnerable learners, we provide the necessary scaffolding and support to enable them to access the same body of knowledge as their peers.

Our curriculum has been carefully sequenced from Early Years upwards, with a deliberate prioritisation of 'foundational knowledge.' This means that there is a relentless focus on securing core skills in reading, writing and mathematics.

Communication, language and phonics are placed at the heart of the curriculum right from the start, ensuring pupils develop the essential tools that they need to succeed across all subjects.

To support pupil's acquisition of knowledge, lessons start with planned recalls and end with exit questions to support knowledge retention.

Pupil works with greater independence

Pupil is dependent on adults



Definition

Self-scaffolding

Self-scaffolding represents the highest level of pupil independence. TAs observe, giving pupils time for processing and thinking. Self-scaffolders can: plan how to approach a task; problem-solve as they go; and review how they approached a task.

Prompting

TAs provide prompts when pupils are unable to self-scaffold. Prompts encourage pupils to draw on their own knowledge but refrain from specifying a strategy. The aim is to nudge pupils into deploying a self-scaffolding technique.

Clueing

Often pupils know the strategies or knowledge required to solve a problem, but find it difficult to call them to mind. Clues worded as questions provide a hint in the right direction. The answer must contain a key piece of information to help pupils work out how to move forward. Always start with a small clue.

Modelling

Prompts and clues can be ineffective when pupils encounter a task that requires a new skill or strategy. TAs, as confident and competent experts, can model while pupils actively watch and listen. Pupils should try the same step for themselves immediately afterwards.

Correcting

Correcting involves providing answers and requires no independent thinking. Occasionally it is appropriate to do this, however, the principle of providing least help first should be considered before deciding to do so.



Visual scaffolds

Pupils independently create their own visual reminders. This might be a mind map to layout key information or symbols/codes that support the child to condense the learning.

Encouraging pupils to draw upon their own knowledge to identify visual prompts in the classroom, such as task planners, a numbered list of actions, or working walls.

Providing visual clues to scaffold pupils' understanding of key concepts or recall of essential information, such as manipulatives and representations in maths, images to support vocabulary learning, or simple images of events in a sequence.

Providing a visual demonstration or model of the task for a pupil to use as a basis for their own work.

Providing annotations to identify and correct misconceptions in a pupil's work (without requiring pupils to correct these for themselves).



Verbal scaffolds

Pupils ask themselves questions to reflect upon challenges they have encountered previously and identify strategies that may be useful: *"What might be tricky here?" "What are my next steps?" "Why might this be useful?"*

Asking questions that prompt a pupil to plan their approach to a task, including how they might overcome challenges: *"What will you do first?" "What will be most difficult? What could you use to help you?"*

Providing verbal clues to remind pupils to use strategies which have previously been successful: *"I remember that when you did this well before, you followed the writing frame..."*

Giving a model of a successful response to a task: *"If I were answering this question, my sentence starter might be..."*

Correcting any errors or misconceptions for a pupil: *"I can see a mistake here, the correct response is..."*



Written scaffolds

Pupils independently create and use their own checklist of success criteria when monitoring and self-evaluating their work.

Encouraging pupils to recall written scaffolds they have previously used, including a simple writing frame or a short list of key actions to guide a pupil while they work independently.

Providing sentence stems, word banks, or partially completed examples to help a pupil get started on a task.

Providing a written worked example for a pupil to use as a basis for their own work.

Writing the correct answer, spelling, or method for a pupil to copy.

The Art of Adaptive Teaching

“If you get it right for the most disadvantaged and vulnerable, you get it right for everyone.”

(Martyn Oliver 2025)

We believe that expert teaching is the key that unlocks the curriculum for all pupils. Teachers use their detailed knowledge of pupils' individual needs to make well-informed, subject specific adaptations to their lessons. This is not about lowering expectations but about modifying the delivery to ensure understanding. Some common strategies that we use are;

- Pre-teaching vocabulary of key concepts.
- Using precise questioning and scaffolds to help children to connect new learning.
- Employing an I do, we do, you do approach so that pupils are supported in small steps. This pedagogical approach chunks learning and supports pupils by making the abstract more concrete.
- We use sentence stems to promote oracy and to support pupils with language acquisition.
- Using technology for pupils that find writing harder.
- Live marking is used to support precise next steps and aid progress. This is used to adapt 'in the moment'.
- PIGs (Precise Intervention Grids) are used to plan and monitor next steps. Data for this is taken from Insight and B-squared analysis.

Our mantra is to remove barriers as opposed to lowering expectations.

Targeted Interventions

Alongside high-quality classroom teaching, we provide timely and targeted support to address specific gaps in knowledge or skills. This is often delivered in small group or one-to-one settings.

Specific Interventions

- Frequent and specialist catch up session for pupils who are falling behind in reading, writing and Maths - we use research-based interventions.
- We use Insight Provision Mapping to measure the impact of interventions.
- Individually tailored programme designed to build self-esteem and develop social skills - these intervention are planned and tracked using our SPOT tracking system.
- At both schools, we have an area known as 'The Gap.' This area is used for interventions and also to provide tailored, calming support away from the classroom. These are calm spaces where staff can deliver personalised support that helps pupils to access the curriculum with confidence.

At the UNPF, we believe that academic progress is paramount, but we also believe that this is intrinsically linked to pupils' wider personal growth and emotional security.

SEMH Support

SEMH Targeted Support

Pupils that are causing SEMH concerns are logged on our BAR (Blue, amber, red) tracker. Pupils on Blue are causing concern but not currently receiving any interventions. This makes all staff aware of pupils that might need a kind word or extra encouragement. Pupils that are listed under amber are receiving internal SEMH interventions and pupils on red are being supported by outside agencies. This tracker is revisited monthly.

Pupils that are red or amber and pupils identified as disadvantaged are assessed on our SPOT SEMH profile individual tracker. This gives us baseline data and suggested interventions. Class teachers are responsible for updating the profiles termly. Progress can be measured and next steps identified.

As a federation, we make referrals to the SEMH hub, The Resilience Team, Just be and CAMHS.

Support Plans -
Who, what, when

Individual Support Plans for pupils at SEN Support/EHCP

A child or young person has special educational needs if they have a learning difficulty or disability which requires special educational provision to be made. This could be to do with behaviour or ability to play with other children, academic progress, ability to understand, ability to concentrate or perhaps their physical ability is affected in a way that makes it difficult for them to learn.

SEN Support is the system by which we assess the needs of children and then provide appropriate support.

Our system follows four stages, often referred to as a 'cycle': Assess, Plan, Do, Review. This is often referred to as the 'graduated approach.' Our approach has come from Chapter 6 of the SEND Code of Practice 2015. Targets from assessments must be precise and measurable so that pupils (and staff working with them) are clear about what the next steps are and how to support them.

We do not consider this cycle to be a single process. There may be more than one cycle at a time, each addressing different areas e.g. literacy, social skills, attention and/or behaviour.

The class teacher is responsible for updating assessment information on either BSquared or Insight. This data will be used to share progress with parents and at PPM Meetings. It will also be used for setting SMART targets for support plans. Teachers will use this information to inform planning and adaptations in class.

The Graduated Response

Assess

The class teacher, working with the SENCo, discusses the child's needs and creates a baseline assessment by which progress will be measured. Schools should also take seriously any concerns raised by parents.

The assessment should be reviewed regularly, with specific dates set for the next review.

Plan

A plan of additional support is drawn up for a pupil, a record must be kept, and the parents **MUST** be informed. All plans will be referred to on CPOMS and saved in the pupils's SEN file on TEAMS.

The school and parents should agree what progress they hope will be made (outcomes), and by what date (deadlines).

Do

The pupil is given extra support, undertaken under the supervision of the class teacher.

Review

The SEND Code of Practice (2015) is not specific about the frequency of reviews, but we have a termly review and then we arrange parent meetings, this meets the requirement from the SEN Code of Practice to meet parents three times per year

Class Teacher - Daily Responsibility

What	When	Where	Why
<p>Ensure that provision in the classroom (and around school if needed) is in place and that it matches the support agreed in support plans.</p>	Daily	<p>TEAMS- STAFF – GENERAL – A Vulnerable Pupils - SEND – STC or GH</p>	<p>Every teacher is a teacher of SEND.</p> <p>The class teacher is responsible for the progress of SEND pupils.</p>
<p>Ensure that Quality First Teaching is offered to all pupils all of the time.</p>	Daily	<p>TEAMS – STAFF-GENERAL-A Vulnerable Pupils – SEN pro formas and guidance</p>	<p>The SEN Code of Practice refers to Quality First Teaching being the first step to responding to learners’ needs.</p>
<p>Ensure that appropriate adaptations are being made to ensure that ALL children have access to an engaging and ambitious curriculum.</p> <p>Adaptions need to be evident in foundation subject lessons as well as in English and Maths lessons.</p>	Daily	<p>TEAMS – STAFF -GENERAL-CURRICULUM 2025 - INTENTS</p> <p>All curriculum subject intents have SEN guidance covering all 4 areas of need</p>	<p>To ensure that teachers have guidance on how to adapt each subject of the curriculum for different areas of need.</p>

Class Teacher - Termly Responsibility

What	When	Where	Why
<p><u>Writing Support Plans</u></p> <p>Using information from Bsquared, Insight and Pupil Progress Meetings and any impact data from interventions, teachers update support plans for SEN pupils in their class(with support from the SENCO)</p> <p>Teaching staff will also create pupil friendly support plans, in line with the school pro formas.</p>	<p>Termly – Completed by the end of the second week of each term.</p>	<p>TEAMS- STAFF – GENERAL – A Vulnerable Pupils – SEND – individual named folders</p>	<p>To ensure that the needs of all children are met.</p> <p>SEN Code of Practice compliance</p>

Class Teacher - Termly Responsibility

What	When	Where	Why
<p><u>Reviewing Support Plans</u></p> <p>Termly meetings will be held with pupils and parents of pupils on the SEND register to review the previous support plan and share the new support plan.</p> <p>The completed reviewed plan can be copied so that parents keep one version. A scanned copy must be saved in the pupil folder on TEAMS.</p> <p>See agreed format for SEND pupil and parent meetings.</p>	<p>Termly</p> <p>Meetings will be held with pupils in the second to last week of each term and will feed into the reviewed support plan.</p> <p>Meetings with parents will be held in the last week of each term. Class teachers will contact parents and arrange the meetings at a time that is convenient to both.</p>	<p>TEAMS- STAFF – GENERAL – A Vulnerable Pupils – SEND – School records – individual folders</p>	<p>To comply with the SEND Code of Practice which states that pupils and parents are entitled to a termly meeting/update.</p> <p>Agreed meeting formats must be followed.</p>

Class Teacher - Termly Responsibility

What	When	Where	Why
<p><u>Updating Vulnerable Pupil File</u></p> <p>Each term ensure that the updated support plans are in the class Vulnerable Pupils file and that these have been shared with all adults that work in the class.</p>	Termly	TEAMS – Staff - General - A Vulnerable pupils – SEND – Proformas	<p>To ensure that all adults are aware of the needs and next steps of all pupils.</p> <p>To ensure that all adults are aware of triggers and successful deescalation strategies.</p>



Termly Parent Meeting SEND Agenda and notes

Date	
Parents that attended meeting	
Feedback of pupil voice from meeting with pupil	
Feedback on progress made since the last meeting (progress on targets from the support plan and progress from any recent assessment data)	
Ask for a parent comment for the parent review section of the support plan. Ask them to sign the end of the review section, circling how they rate the SEN support that their child receives.	
Share the new support plan, explaining why an intervention might be continuing or something new is starting. What impact do you hope to see?	
Action from the meeting Who? What? When?	
*Ensure that parents have a copy of the completed support plan with review section completed and a copy of the new support plan. **Scan the completed plan and save in the child's SEN folder on TEAMS.	



Termly Pupil Meeting SEND Agenda and notes

Date	
Pupil Name	
Look at previous targets - discuss how the child feels that they have progressed in this. What is your score out of 10 now?	
Feedback/discussion about progress made from the teacher's perspective.	
How did the intervention/support received help you this term?	
What do you think that you still need support with?	
Is there anything that you would like to add?	
Action from the meeting Who? What? When?	
*Once the new support plan is completed, create a 'child friendly' version of the support plan to share with the child. In this way, the child knows what support they will be getting and why, as well as who will be supporting them and when.	

EHCPs - Annual Reviews

Annual Review Agenda

If the child/young person wants to attend for some of the meeting, you may need to amend the order to enable them to enter and leave at appropriate points. The content and order of review meetings may be amended if required by the child or young person's needs or by other circumstances.

1. Welcome, introductions and apologies.
2. Child/young person invited to share their views / any work they have completed /one page profile
3. Person-centred approach and discussion from all attendees:
 - Pupil and parent carer's views shared
 - What is important now and in the future?
 - Strengths / achievements
 - Identify any worries and concerns
 - Identify any actions
4. Review any reports shared. Professionals invited to share comment on reports/recent assessment.
5. Evaluation of progress made against outcomes in EHC Plan and EHCP Implementation Plan. This should include Education, Health and Social Care outcomes. Discussion around any outcomes which have not yet been achieved should include if any amendments/changes in provision and approaches used need to be considered.

Annual Review Agenda

6. Dependent on the year group, stage of education, and individual circumstances the following should be discussed as part of the review meeting:

- Transition planning to the next phase of education
- Changes to transport arrangements
- Requests for a personal budget
- Discussion regarding relevant Preparation for Adulthood
- Change in funding/placement requests

7. Co-production of any new outcomes which have been identified.

Discussion regarding if amendments to provision in Section F, G, H1, H2 will be required in order to support new outcomes.

8. Summarise agreed conclusions, recommendations and actions and record on Annual Review Action Plan within review paperwork. Discuss and record any requested amendments to the EHCP. You **MUST** record any differing views.

9. Any Other Business. Plan date of next termly ADPR (Assess, Plan, Do, Review) Meeting.

10. Thank Attendees. Close of meeting

Working with Outside Agencies

At the UNPF, we believe that it is vital to work closely with outside agencies such as Speech and Language, Educational Psychologists, the SEN hub, Resilience Team etc.

To ensure that all advice is recorded, shared and acted upon in a timely manner, we have the following systems in place.

1. All emails, conversations and attachments will be uploaded to cpoms and also saved in the pupil's individual SEN folder on TEAMS.
2. The Inclusion Team will meet with the class teacher within 2 weeks of the receipt of information/advice and make adaptations to the SEN Support plan and to classroom provision. This information will be shared with parents as soon as adaptations have been made.

Inclusive Teaching checklist for all learners

INCLUSIVE TEACHING CHECKLIST FOR ALL LEARNERS

1	Do I identify appropriate learning objectives for all learners?	Differentiated objectives for different groups of pupils Pupils provided with different success criteria Different expectations set for different groups of pupils/individuals SMART targets with band width
2	Do I make use of multi-sensory teaching approaches?	Visual e.g. signs or symbols, photographs, pictures, computer animations Verbal e.g. different voices, varied pitch and volume, singing, chanting, oral rehearsal Auditory e.g. counting marbles into a tin, saying the sound as you write it, active listening Kinaesthetic – making, constructing, moving, actions
3	Do I make use of interactive strategies?	Pupils... <ul style="list-style-type: none"> ▪ having cards to hold up ▪ having their own whiteboards ▪ coming to the front to take a role ▪ active listening strategies ▪ talking partners
4	Do I find ways of making abstract concepts concrete?	Word problems in mathematics turned into pictures, acted out or modelled with resources Concrete - Pictorial - Abstract approach
5	Do I use simplified and extended tasks?	e.g. short, concrete text used by one group and long, abstract text by another numbers to 100 by one group or to 20 by another
6	Do I make tasks more open or more closed according to pupils' needs?	Differentiated tasks that are not artificial and do not set lower expectations for some pupils Adaptive and responsive teaching
7	Over time, do I employ a variety of pupil groupings so that pupils are able to draw on each other's strengths and skills?	Ability groups Mixed ability groups Peer support Paired work
8	Can all pupils see and hear me and any resources I use?	Background noise avoided where possible Light source in front of teacher not behind Pupils' seating carefully planned in relation to learning and behaviour Pupils can see the interactive white board comfortably

9	Do I teach new vocabulary?	Vocabulary is: <ul style="list-style-type: none"> ▪ clarified ▪ written up or displayed ▪ revised ▪ pre-taught (pre teaching)
10	Do I check instructions have been understood?	e.g. <ul style="list-style-type: none"> -asking a pupil to explain an instruction in their own words -going through a task board
11	Do I pitch questions so as to challenge pupils at all levels?	Varied questioning Open or closed questions Recall or higher order questioning Product and process questions Binary choices
12	Do I value the contribution of all learners?	e.g. <ul style="list-style-type: none"> -ensure I ask questions of boys and girls -lollipop sticks to check everyone has a go -comment and question cards -assigning different roles to members of a group
13	Do I have a secure and supportive learning environment where there is safety to have a go and make mistakes?	Praise for having a go Peer support Opportunities to write without drafting 123 Check for writing
14	Do I give time and support before responses are required?	<ul style="list-style-type: none"> ▪ personal thinking time ▪ partner talk ▪ opportunities to rehearse and practise ▪ persisting with progressively more scaffolding until a pupil can answer correctly
15	Where extra adult support is available for underachieving pupils, do I use it in ways that promote independence, protect self-esteem and increase pupils' inclusion within their peer group?	<ul style="list-style-type: none"> ▪ Explicit modelling ▪ Adults stepping back ▪ Questioning to develop metacognition e.g. What's next? What will I need? ▪ Rewarding independent working ▪ Deploying adults effectively

16	Are the adults providing support clear about what the individual or group is to learn?	Planning is shared with supporting adults in advance of the lesson Adults have an opportunity to rehearse lessons Adults clear about learning focus
17	Do I work directly with underachieving groups as well as with more-able groups?	Teachers work with all groups and individuals, including those with SEND TAs have the opportunity to work with different ability groups
18	Do I clearly explain and model tasks?	Check for understanding Task boards as reminders Time available and expected outcomes made clear Scaffolded support e.g. "Watch me first...Let's do the next one together...Now it's your turn."
19	Do I provide pupils with and regularly remind them of resources to help them be independent?	<ul style="list-style-type: none"> ▪ relevant material from whole-class session kept on display ▪ word banks, word mats ▪ dictionaries of terms, glossaries ▪ concrete tools to support Maths ▪ task boards
20	Do I use scaffolding?	problem-solving grids talk and writing frames "It's my turn first. Watch me...Let's do the next one together...Now it's your turn." Phased writing
21	Do I make arrangements where necessary to ensure that all children can access written text or instructions?	buddying, adult support, taping text on interactive white board printed off pre teaching vocabulary orientation to text
22	Do I plan alternatives to paper-and-pencil tasks, where appropriate?	Use of I pads Talk Tins "Pens down day" Making use of models, construction etc. Phased writing
23	Do I make effective use of ICT as an access strategy?	speech-supported or sign-supported software on-screen word banks predictive word processing prepared word lists dyslexia friendly white boards e.g. font, colour

24	Do I use specific praise to identify processes used by learners?	Marking and verbal feedback 2 stars and a wish Reward charts Catch me cards Focus on behaviour for learning skills Behaviour for learning charters
25	Do I teach at an appropriate pace for all learners?	Good pace to keep pupils engaged Changes of pace during the lesson Slower pace for some children Repetition and over learning Repeating and reviewing key concepts Sand timers
26	Do I set targets that allow for success?	Differentiated targets SMART targets and band width Pupils know their targets Adults know pupils' targets and reinforce during lessons Reducing number of questions
27	Do I use strategies to reduce the burden on working memory?	Task boards Dictaphones, Talking Tins Repeating instructions in the same way Chunking tasks into manageable steps Pre-teaching Opportunities for over learning Information for oral rehearsal does not exceed memory capacity

Inclusive Teaching
checklist for
individual learners
*(based on broad
areas of need)*

INCLUSIVE TEACHING CHECKLIST FOR INDIVIDUAL LEARNERS BASED ON BROAD AREA OF NEED

Support / Strategy	Date Implemented	Notes / Comments for individual learners	Impact on Progress
COGNITION AND LEARNING			
Pre teaching of specific, subject led vocabulary			
Key word mat or visual available			
Task board used to break down instructions into manageable chunks			
Sort tasks with fast pace to maintain attention			
Regular 'brain breaks' or attention and flow activities			
Sequencing activities			
Use of consistent visuals or symbols for processing			
Alternative use of recording; diagrams, mind maps, alternative technology			
Use of a range of writing frames to aid organisation			
Use of IT programmes / Apps to reinforce learning. E.g. Education City / Phonics play etc.			
Use of whiteboards to support short term memory, notes / spellings / ideas			
Content that reflects personal interest and age			
Text presentation – bullet points / clear font / uncluttered			
Use of a range of pictorial prompts to aid understanding and meaning			
Use of barrier games to support short memory			

Use of closed questioning to reduce writing and demonstrate understanding			
Repetition and overlearning to embed skills independently			
Explicit modelling from staff to scaffold tasks			
Use of concrete materials to manipulate			
Good location of pupil / proximity to teacher or support			
Individual workstation provided as well as small group place			

Support / Strategy	Date Implemented	Notes / Comments for individual learners	Impact on Progress
COMMUNICATION AND INTERACTION			
Use of visual symbols to help process verbal information			
Use of directional language, rather than questioning			
Use of personalised scripts to aid processing			
Repeating of scripts and prompts rather than over communicating			
Prearranged prompts for active listening (schedule/prompt card/symbol)			
Visualisation of key words – picture cues			
Concrete materials to aid multi-sensory approaches to spoken language			
Checklists and task lists – adapted with visual symbols & cues			
Explicit, individualised modelling of expectations and ‘what a good one looks like’			
Non-verbal or visual feedback in place to show something has been understood			
Prompt cards to support question words (who, where, when and what)			
Access to a consistent talk partner to encourage verbal responses			
Access to distraction free workstation			
Home/School word book of new vocabulary for home reinforcement			
Communication to all staff of preferred method of communication			
Use of PECs			
Word wall in class which is visually reinforced			

Personalised washing line of vocabulary that is subject specific			

Support / Strategy	Date Implemented	Notes / Comments for individual learners	Impact on Progress
SENSORY AND PHYSICAL			
Ensure seating in relation to smartboard is at appropriate eye level etc.			
Smartboard colours / brightness contrast to be optimised for pupil			
Position away from windows etc. where light can reflect and dazzle			
Sit away from artificial lights sources, natural light may be more comfortable			
Find most appropriate font sizes and styles to suit pupil			
Provide alternatives to whiteboards to reduce eye strain – matt photocopies			
Repeat contributions from other pupils – their voice may be softer and speech unclear			
Keep key words close at hand for introductions and conclusions			
Allow free movement to support coordination			
Allow plenty of space for pupil at desk. Ideally, a double table for one pupil			
Seating should allow both feet of pupil to be flat on the floor for grounding			
Desk at elbow height or provide a desk slope			
Larger lined paper to accommodate large handwriting			
Paper weight or tape to avoid pupil having to hold paper			
Range of pencil grips available to pupil			
Additional time given to pupil to complete tasks			
Use of ICT for alternatives to handwriting			

Support / Strategy	Date Implemented	Notes / Comments for individual learners	Impact on Progress
SOCIAL, EMOTIONAL AND MENTAL HEALTH			
Visualisation of code of conduct, school values, targets and rules for referral			
Removal from whole class 'ladder' if on personalised behaviour programme			
Calming background music if appropriate			
Positions of responsibility given to increase self-esteem			
Regular brain breaks and legitimate moving around activities			
Kinaesthetic learning activities and practical experiential activities			
Use of comment cards to minimise calling out			
Provide alternative seating for carpet times			
Legitimate 'fiddle toys' for inputs and times of extended talking			
Not extending times of work – stick to set times so pupil can stop			
Chunk instructions and support with visual cues			
Allocate more than one space within the class to allow pupil to move without asking			
Stick to visual sand or digital timers			
Personalise work to reflect personal interests of the pupil			
Keep instructions short, precise and positive			

Visual timetables and task lists to depersonalise from demands			
Range of simple, accessible activities to use as calming activities			
Home/school positive communication book			
Safe space available in school for times of high anxiety			