Iveson Primary School
Where aspirations soar

# Inclusion Provision Map

## UNIVERSAL

**Quality First Teaching Strategies**
Positive meet and greet every lesson
Positive transition at all Key Stages
Inclusive and positive behaviour policy in place
Class visual timetable
Classroom management plan in place
Strategic seating plan
Consistent use of positive language praise positive behaviours
School and classroom rules reinforced
Consistent use of rewards and sanctions
Consistent behaviour management strategies
Classroom arrangement (seating, lighting, sound etc)

**Planning**
Classroom organisation
The curriculum support and promotes emotional health
Appropriate curriculum
Differentiation and personalisation of learning e.g. writing frames, visual aids
Episodes and transitions
Address the gaps in learning
Opportunities for self-assessment/reflection
Racing to English programme for EAL learners

**Learning**
Teaching styles adapted when necessary
Clear learning and behaviour targets
Ongoing monitoring, reviewing and evaluation of progress
Chunk work to enable pupil engagement
Clear purpose of learning
Promotion of independent learning
Regular communication with parents
Effective PSHCE program in place to develop resilience
Pupil support mechanisms in place (pupil voice)
Low level records on CPOMs
Use of TA/Learning mentor for 1:1 support
Regular home/school communication

**Pre-entry arrangements** - Home visits
Stay and play School tour by family support
Leadership team on the gate

**Referral to Inclusion Team**

## TARGETED

**SEMH**
Use of timeout card
Individual reward chart
Parental engagement meetings
Nurture Groups
SEAL/Social skills group
Lunchtime clubs
Lego Therapy
Friendship support groups
Conflict and anxiety support
Guided visualisation
SEND sibling support

**SEN/SPEECH AND LANGUAGE/EAL**
Catch up interventions – phonics, reading, writing and maths
Inclusion/learning support units
Access to specific emotional literacy programmes
Referral to the SENCO to identify deeper learning needs
In school tests for Dyslexia, Irlens, Lexia etc.
Staff training

**FAMILY SUPPORT**
Home school liaison/ Check in's with families and children
Parent workshops e.g. We are family
Early help assessment offered (e.g. finance support)
Credit union / Money buddies
Coffee and chat mornings
Stronger Families- an employment program to support parents with barriers that prevent
Signposting employment and education training.
Food banks
Signposting to community events

**ATTENDANCE**
Attendance assemblies – weekly
Class Challenges – Termly competitions and prizes
End of year competition 96% and over – event at school
Attendance monitors 2 per class in Year 3,4,5 & 6
Meetings with parents/linked with family support
Home visits

**Further support needed**

## SPECIALIST

**SEMH**
CAMHS assessment / MindMate Spa - Counselling/Therapeutic
IBP/Passport etc. initiated
Risk assessment
AIP involvement – in school and/or attending AIP
Talk and Draw
Bereavement Support
Self-esteem support/activities
Resolving conflict strategies
1:1 Nurture
Therapy dog sessions
Change of class

**SEN/SPEECH AND LANGUAGE/EAL**
SEN support plan
Medical care plans
1:1 Tutoring
SENIT (Complex Needs Team) involvement
SENDIASS
Stars (Autism) involvement
Speech and Language Therapy referral – Chatterbugs or NHS
Educational Psychologist
Referral to the school nursing team
Health and Safety Team referral
Apply for Funding for Inclusion
Application for an Education Health Care Plan

**FAMILY SUPPORT**
Early help plan (multi-agency) initiated
Referral for cluster support
Involvement with or referrals to CSWS
SCOPE referral (sleep concerns)
Respite - Radar panel.
Youth Offending Service
Managed move offered/implemented
Leeds Domestic violence services

**ATTENDANCE**
Referrals to Fast Track – School Attendance Services
Referrals to CME
Referrals to third parties – monitor attendance further