



Inclusive Practice and Provision at Hollymount Primary School

At Hollymount School we are committed to providing a learning environment which is adapted, reflective and resourced to meet the needs of the individual child. This is achieved in a range of ways which is outlined in the document below, breaking his down to the level of support that you would expect to see in each wave of support.

Wave One Quality First Teaching			
Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
<ul style="list-style-type: none"> • Curriculum which is designed to be inclusive of a range of learning styles with regards to planning, presentation, resources, scaffolding, backward changing etc. • Pre-teaching of subject vocab • Post teaching to consolidate learning • Text presented clearly – bullet points, clear font, headings • Pupils encouraged to explain what they have to - check understanding • Links to prior learning explicitly made /retrieval practice integrated into lessons • Key learning points reviewed throughout lesson • Conceptual variation in Maths • Alternative ways of demonstrating and recording understanding eg. Voice to speech software, Diagrams, mind maps etc. 	<ul style="list-style-type: none"> • Structured and predictable class routines • Whole class visual timetables at eye level • Increased visual aids • Teachers speak clearly • Delivery paced to allow time to process • Language is clear and easy to understand • Use of key words/vocabulary emphasised when speaking • Multi-sensory approaches used to support spoken language eg. Symbols/pictures/concrete apparatus/artefacts/role-play • Instructions in manageable chunks • Now, Next Then boards • Checklists • Talking partners used • Classroom seating plan considered so children can see teacher and visual prompts 	<ul style="list-style-type: none"> • Emotional Literacy Support Assistant • Nurture groups • Art Therapy • Play Therapy • Lego Therapy • Emotional Well Being Practitioner • Referral to CAMHS • Structured Learning Breaks • Meet and greet at key transition points e.g. start of day, lunchtime etc. • Lunch time support • Continuous staff CPD on supporting children with emotional needs delivered by outside agencies • Referral to LBL – Behaviour Team 	<p>Visual</p> <ul style="list-style-type: none"> • Coloured overlays • Cream coloured workbooks • Work not photocopied on to white paper • Flipchart's to have a cream background • Eliminate inessential copying from the board • Where copying is required, ensure appropriate print size photocopy is available • Read aloud as you write on the board • Avoid standing in front of windows – your face becomes difficult to see • Considered seating arrangements – sat at the front closer to board/resources <p>Hearing</p> <ul style="list-style-type: none"> • Ear defenders

- Use of scaffolded writing frames
- Subject specific word mats
- Labelled diagrams/pictures
- Coloured overlays, coloured paper for worksheets, coloured work books and coloured background on SMART board
- Extra time to complete tasks
- Verbal feedback given
- Concrete manipulatives and resources
- Little Wandle Keep ups and Catch Ups
- Printed slides

- Work zone 'booths'
- Working Walls with key information
- Eye contact is not forced
- Whole body listening promoted
- Using songs for routines – Claire in Year 2 does
- Prompt cards used to support understanding

- Careful seating – closest to the teacher, away from distractions
- Keep background noise to a minimum – if severe use felt in pencil pots, reduce use of velcro
- Slow down speech rate
- Allow more thinking time
- Repeat contributions from other children – their voices may be softer and speech more unclear
- Check that oral instructions have been understood
- Face the pupil when speaking & keep hands away from mouth Co-ordination

Co-ordination and focus

- Sat at table where there is sufficient space
- LH & RH pupils not next to each other with adjacent hands
- Writing slope
- Standing desk
- Pencil grips
- Different types of pencils
- Use of Frixion pens
- Chewy buddies/pencil toppers
- 'Funky Fingers' to support fine motor
- Range of fine motor and gross motor activities

- Standing desks
- Hand strengthening – theraputty, hand bands etc
- Therabands for chair legs

If the following adaptations, accommodations and interventions have been used, and progress is not made then Teachers will follow the initial concern process with the parents and Inclusion Lead. As a result the child may be moved on to Wave Two support.

Wave Two

Targeted and Measured Support (Inclusion and Additional Support Plan)

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
<ul style="list-style-type: none"> • Reading comprehension intervention with Librarian • Little Wandle Catch ups • Intervention groups • Pre-teaching of key concepts and vocabulary • Post teaching to address misconceptions • Precision Teaching • Class teacher and learning assistant focus groups • SNIP Literacy • Early Years Inclusion Team • In class support • Referral to LBL – Learning team. • Whizz Maths • 1:1 reading intervention 	<ul style="list-style-type: none"> • Personalised/individual timetables • Personalised tick sheets/Now, Next Then • Social stories • Social Skills group • Lego Therapy • ELKAN support • Liaison with Speech and Language service • Small group speech and language support • Individual speech and language support • Attention Bucket • ECAT groups • Early Years Inclusion Team • Referral to LBL – Language Team • Referral to NHS SALT • NELI groups 	<ul style="list-style-type: none"> • Emotional Literacy Support Assistant • Friendship Club • Girls on Board workshops • Nurture groups • Art Therapy • Lego Therapy • Emotional Well Being Practitioner • Referral to CAMHS • Structured Learning Breaks • Meet and greet at key transition points e.g. start of day, lunchtime etc. • Lunch time support • Continuous staff CPD on supporting children with emotional needs delivered by outside agencies • School Councillor • Referral to Virtual Behaviour Service 	<ul style="list-style-type: none"> • OT groups including gross motor or fine motor skills and handwriting • Staff Continued Professional Development, (CPD) • Sensory circuits • Referral to Occupational Therapy

		<ul style="list-style-type: none"> • Therapeutic support from EWP 	
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If the following adaptations, accommodations and interventions have been used, and progress is not made or the need is still prevalent then the decision might be made to apply for an Education, Health and Care Plan (EHCP)

Wave Three
Specialist and highly targeted provision which follows the advice of a range of professionals (Pupils with an EHCP and/or complex health condition)

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
<ul style="list-style-type: none"> • Specialist teacher support • Increased ratio support • Educational Psychologist Support 	<ul style="list-style-type: none"> • Speech & Language therapy (as per EHCP package) • Language Behaviour Learning team – Language assessments • MAOS – Merton Autism Outreach Service 	<ul style="list-style-type: none"> • Virtual Behaviour Service continuous support • CAMHS support • Individual Risk Assessments • 1:1 support for sections of the school day on nurture curriculum (as and where necessary) 	<ul style="list-style-type: none"> • Individual equipment purchased where necessary • OT programme in place • Sensory diet • Physio support in school • Liaison with school nurse

This level of support will involve regular reviews informed by and/or attended by a range of professionals.