

Badsley Whole School Inclusion Offer



At Badsley Primary School, we recognise the complexities that impact on school life for all learners and therefore have a comprehensive offer of scaffolds and support for children that may need it. Here are ways that your child may receive support throughout the school day.

Communication & Interaction
<ul style="list-style-type: none"> ✓ Positive language models ✓ Scaffolds, prompts & rephrasing ✓ Scaffolded, personalised questioning where required ✓ Offer thinking time for children who may struggle to answer questions directly ✓ Opportunities to communicate in preferred way for children who may have difficulties verbalising their ideas ✓ Additional resources such as “talk tins” and ICT recordings to support with presenting ideas ✓ SALT informal advice is considered for any children with a communication need ✓ Socially Speaking intervention & strategies is available for children who require it ✓ EAL specialist TA is available for children new to speaking English ✓ Referral to SALT can be made for children where specific concerns need further exploration
Cognition & Learning
<ul style="list-style-type: none"> ✓ Adaptive teaching strategies in place ✓ Additional scaffolds to support children in accessing their learning ✓ Additional resources to aid with learning needs e.g. coloured overlays, pencil grips, Numicon etc ✓ Opportunities for children to access alternative recording methods or share their learning via a different method e.g. by using a computer, video recording ✓ Pre-learning time with an adult for areas they may need extra support with ✓ Over-learning of key concepts where children may have found a particular topic challenging ✓ Reading, Writing & Maths groups suited to your child’s specific level & learning need ✓ Cohort targeted intervention ✓ Referral to SIT or EPS can be made for children where specific concerns need further exploration
Social, Emotional, Mental Health (SEMH)
<ul style="list-style-type: none"> ✓ All children have the opportunity to have a meet and greet with a member of the class team at the start of the school day and after transition times in the day such as play time and lunchtime. ✓ Visual timetables are available in all classrooms ✓ All children have the opportunity to speak with an Emotionally Available Adult (EAA) during the school day if they have a worry or need a chat; additional check-ins are in place for children who may be experiencing SEMH challenges ✓ Whole class emotion check-ins e.g. a worry box/check in board to share how they are feeling at particular points in the school day or to share their worries discretely as required ✓ Children with particular SEMH needs may use a communication book, emotion cards or fan to express their emotions ✓ Children may access sensory resources to support them with managing strong emotions ✓ JIGSAW PSHE curriculum is accessed by all children to support with SEMH well-being ✓ Staff are able to deploy emotion coaching techniques to support children with naming and experiencing their feelings ✓ Break out spaces are available outside all classrooms for children who may be feeling overwhelmed ✓ As a school we are developing the use of Zones of Regulation to help children recognise and manage their feelings ✓ We are a trauma informed school and have practitioners available to support the most vulnerable learners. ✓ Targeted intervention is available for children requiring additional support with key issues such as anxiety, anger or grief ✓ Staff are knowledgeable about neurodiversity and consider the needs and differences of neurodiverse children – this may be children with autism, those with ADHD or those awaiting further assessment ✓ All staff have access to autism “blue book” good practice guide and use this to provide best practice ✓ EPS informal advice may be given for children experiencing key SEMH difficulties ✓ ‘With Me in Mind’ support for targeted children ✓ CAMHS getting help & advice requests can be supported for individual children by SENCO ✓ Referral to CAMHS or EPS can be made for children where specific concerns need further exploration
Sensory and/or Physical
<ul style="list-style-type: none"> ✓ On request, you can complete a sensory questionnaire if you have concerns about any aspect of your child’s sensory development ✓ Sensory profiles can be developed to support your child’s sensory needs where required ✓ Children’s sensory needs are taken into account when planning the learning environment & activities ✓ Additional resources and scaffolds to support with sensory needs. For example: wedge or textured cushion, ear defenders, pencil grip, writing slope, chewies, weighted blankets, fidget tools ✓ Children may access sensory circuits or sensory activities to manage their sensory needs ✓ Additional interventions such as Teodoroscu or dough disco for fine motor skill development or for children needing support to develop handwriting skills ✓ Additional interventions such as Jump Ahead for gross motor skill development ✓ Individual needs are considered to ensure children have appropriate adaptations for PE, swimming and school visits ✓ Referral to OT, Physiotherapy or 0-19 service can be made for children where specific concerns need further exploration

If you have any specific concerns about your child or would like to discuss the Badsley Offer further, please get in touch with Katie Marsh or Amy Hughes (SENCOS).