



## Partnership

- EHPs and formal EHCP reviews
- Family Learning sessions
- SEN and ROMA Coffee Mornings
- Class Dojo
- Swift and responsive contact with parents linked with Behaviour Policy

## Strategic Priorities

- To develop SEL and SEMH provision at a universal, targeted and personalised level
- To continue to enhance our personalised and targeted learning offer
- To be able to measure the progress of SEND learners more efficiently and accurately

## Systems and processes

### *Assess, Plan, Do Review*

- Twice-yearly Inclusion Meetings
- Termly Parent-Teacher meetings
- Reviews with AIP
- Reduced Timetable reviews
- Pastoral referrals (ELSA)
- Chatterbug Referrals and Therapy
- Cluster referrals
- Graduated approach to behaviour
- Referral to external Specialists

## Assessment and Impact

- ELSA and SDQ frameworks
- WELLCOM screening in Nursery
- Chatter-bug referral
- Family Support and Children's Centre links with Health
- Half-termly tracking of Early Reading
- Electronic B-Squared Progression Steps (25-26)
- Electronic B-Squared Engagement Steps

## Communication and Oracy

- Rainbow Provision
- Chatter-bug
- Colourful Semantics
- New to English Pathway
- Voice 21 project

# Inclusion

## Emotional Literacy and Self-Regulated Learning

*A shared understanding that children do not learn unless they feel safe and regulated:*

- Recognition of the context of the community that we serve, and an understanding of how its complexities affect a child's ability to learn
- A Behaviour and Inclusion Support Worker
- 2 Emotional Literacy Support Assistants (ELSA) specialising in SEMH and Neurodiversity
- Restorative, relational and trauma-informed behaviour policy
- SEL project for un-structured times of the day
- Engagement Curriculum and Nurture Curriculum
- The Den as a 'safe space'
- The Nurture Room as a 'safe space'

## Managing Workload

- Termly line-management meetings
- Regular caseload review meetings
- Stream-lined processes

## Reading

*A shared understand that reading is a fundamental skill crucial for:*

- Building confidence, self-esteem, resilience and empathy
- Social mobility
- Future financial gain
- Enabling access to a wider understanding of the world in which we live
- Academic success
- Navigating everyday situations and stepping into adulthood
- Vocabulary expansion
- Mental wellbeing and independence