

Grange Primary School



Inclusion Strategy September 2026

Belong

Believe

Achieve

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Introduction

Grange School understands that every child and individual is unique. We believe that every child has a right to an education which promotes their potential, respects their identity and removes any barriers they may face. Our school's Mission Statement states the school's aim to provide every child with the best education. *This may look different for each pupil as we all think differently, we come at things in different ways; we have different strengths and weaknesses. That is what is so special about the Grange school family – we are all the same and equal, but different. We celebrate our diversity.*

Grange School believes that an inclusive environment is one where diversity is celebrated as a strength. Whether an individual's needs related to their Special Educational Needs (SEN), socio-economic background, home-language, or culture and beliefs, our background remains the same which is to ensure they feel seen, heard and are empowered to overcome their barriers and succeed in their education whilst developing their social and communication skills.

Our Vision

We believe that inclusion for our pupils means that they not only feel part of the community but also can make a meaningful contribution towards the school's culture of the school. We aim to create this by:

- Promoting the ethos of belonging and that every child has a value within our family
- We understand that potential is limitless and that with high-quality support and clear adaptations (where needed) every child is capable of being the best version of themselves
- Teaching the importance of being an accepting society where we celebrate differences, care and promote a culture of respect.

The Purpose of This Strategy

This document outlines our proactive approach to identifying and addressing the diverse needs of our pupils. It serves as a roadmap for our staff, governors, and parents, ensuring that:

1. Early identification and intervention are prioritized.
2. Adaptive teaching is the standard in every classroom, not the exception.
3. The voice of the child and their family is central to every decision we make.

By implementing the strategies contained in this policy, Grange School commits to being an ever-evolving environment that adapts to the needs of its children, ensuring that no learner is left behind and every achievement—no matter the size—is celebrated.

At Grange we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging

curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Key Staff

Our special educational needs co-ordinator, or SENCO

Our SENCO is David Bucknall.

He has worked in a number of special educational needs roles across London. He is a qualified teacher.

He has achieved the National Award in Special Educational Needs Coordination award (NASENCO) and is the school's trained Mental Health Need.

Although David covers some teacher's PPA and runs certain interventions, he is mainly based out of class to help manage the school's SEN provision and offer support and guidance where needed. He also completes regular audits of the school where he ensures that the school's non-negotiables (**Appendix C**) are being met consistently across the school's community.

David engages in the local offer by attending regular meetings with Southwark SEN Hub to help gain more experience and share ideas with local schools on how to support pupils with SEN.

Class Teachers

All of our teachers receive in-house SEN training and/or training by external providers, and are supported by the SENCO to meet the needs of pupils who have SEN.

In the last few years, all staff received training from a number of outside agencies including Groundworks, Speech and Language Therapists, The National College and the NHS.

Teaching assistants (TAs)

We have a large team of support staff.

All of our TAs are trained to deliver interventions including: Phonics boosters, 1-1 Reading, Spellings (using Nessy), Maths boosters, Social Groups and others.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists- using Unlocking Language
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Southwark Autism Outreach Team
- Southwark Vision Impairment Team

The inclusion Mainstream Fund

A. Strategic Use of Funding

Grange School is committed to the DfE's vision of a school system that is "inclusive by design." Through the Inclusive Mainstream Fund (IMF), we receive an annual allocation (averaging £14,000 for primary settings) to enhance our Universal Offer. This funding is utilized to identify and meet the needs of our pupils early, providing high-quality support without the immediate requirement for a statutory diagnosis or EHCP.

Our Seven Principles of Inclusion

In line with the National Inclusion Standards, we allocate our IMF grant across seven core themes:

1. **Ambitious Leadership & Governance:** Our school leaders hold inclusion at the very heart of what we do as a school. The Senior Leadership Team (SLT) hold regular audits of the school's environment and observations of class teaching to ensure all our pupils needs are met and catered for so they can reach their potential
2. **Evidence-Based Early Intervention:** We prioritize the "Experts at Hand" service and early language support. In Southwark, we work closely with the Local Authority's offer to utilize Reception Transition Funding, ensuring children with identified needs are supported from Day 1 in Early Years.
3. **High-Quality Adaptive Teaching:** Funding is dedicated to the continuous professional development (CPD) of all staff. This focuses on adaptive teaching techniques that allow pupils with SEND to access the same ambitious curriculum as their peers.
4. **Enriching Provision Beyond the Classroom:** We ensure that all clubs, trips, and wrap-around care are fully accessible. IMF may be used for additional staffing or specialist equipment to remove barriers to participation.
5. **A Culture of Belonging & Attendance:** We promote the sense of belonging within the school's community by celebrating differences and providing spaces (including a calm lunch club, sensory room and the use of ear defenders at a private workstation) to help promote inclusion within the school
6. **Strong Partnerships with Families:** We maintain a collaborative Individual Support Plan (Appendix A) for every child receiving targeted support. These are reviewed by the school team and shared with key stakeholders on a termly basis.
7. **Inclusive Environments:** We are committed to physical accessibility. Leveraging capital investment alongside our IMF grant, we have improved our acoustics, lighting, and visual supports (such as standardized visual timetables across all classrooms) to meet a range of sensory needs.

Financial Allocation & Impact Breakdown

Our school utilizes the Inclusive Mainstream Fund (IMF) as a strategic "top-up" to our core budget, ensuring that the Universal Offer is robust enough to meet needs without immediate recourse to statutory funding.

1. Ambitious Leadership & Data (£2,500)

- Environment audits and data analysis- Our dedicated SENCo will make time termly to complete audits of the school environment and make recommendations on adaptations to implement whilst also analysing the data to ensure that progress of all our learners is accurate and that gaps in children's learning are being targeted by the correct intervention and support.
- Peer Review: Participation in Southwark-wide professional networks to benchmark our inclusive practices against similar high-performing London settings.

2. Early Intervention: "Experts at Hand" (£3,500)

- Speech & Language (SLCN): Supplementing Southwark's local offer by commissioning additional hours from a specialist Speech and Language Therapist to train TAs to run high-quality interventions.
- Groundworks Support: Working closely with 'The Nest' to provide Groundworks support for our children and their families who suffer from social, emotional and mental health difficulties

3. Adaptive Teaching & CPD (£3,000)

- Staff Upskilling: We allocate funds to provide all staff (teachers and TAs) with certified training in Adaptive Pedagogy.
- Effective TA Deployment: Moving away from TAs as "velcro-support" for individual children and instead training to facilitate independent learning for small, flexible groups within the classroom.

4. Inclusive Environments & Sensory Regulation (£2,500)

- Individual Workstations and Sensory Room: Enhancing our physical environment by creating "Regulation Stations" in high-traffic areas and quiet zones for use during lunchtimes, as recommended by the DfE's 2026 Best Practice Guidance.
- Sensory Tools: Standardizing visual supports (e.g., Widgit Inprint and visual timetables) across the entire school to reduce cognitive load and visual clutter, ensuring a consistent sensory experience for neurodivergent pupils.

5. Partnership with Families (£1,500)

- Parent-Carer Forum: Inviting parents in to coffee mornings on themes related to SEN including autism workshops led by the local authority and procedures at Grange as led by the SENCo
- Individual Support Plans (ISPs): Investing and supporting our staff in implementing Individual Support Plans to list a child's difficulties and how we overcome these as a school

6. Enriching Provision (£1,000)

- Barrier Removal: Ensuring 100% participation in school trips and after-school clubs by funding specific accessibility needs

B. Inclusive Pedagogy (Teaching)

1. Adaptive Teaching

Adaptive teaching is the process of **anticipating barriers** and removing barriers to learning by adapting our teaching to help children meet their targets and feel a sense of accomplishment.

Strategies in Action

- Breaking Down Complexity (Chunking)

For neurodivergent learners and those with EAL (English as an Additional Language), we avoid "instructional overload." We present information in small, manageable steps, allowing for "processing time" between each segment. We may also use techniques such as task planners and now and next boards to help promote a child's understanding of what is expected in the session.

Every lesson will have a clear learning question and success criteria which will be evaluated to show a child's progress within the lesson.

- Universal Scaffolding

We treat scaffolds like construction equipment: they are essential for building, but they are not part of the permanent structure.

- Model Writes and Working Walls: Teacher modelling and sharing what good examples look like
- Visual Wordbanks: Combining words with images to reduce cognitive load.
- Pre-teaching and post teaching: Introducing (or recapping) key vocabulary to specific students before the main lesson to build confidence and cultural capital.

Grange believes that pupils with SEND, like all pupils, should know more, remember more & be able to do more.

Grange uses a 4-tiered approach to teaching our pupils and the strategies which are used. These are then subcategorized by the relevant area of need for SEN. The table below illustrates how we use strategies to support the needs of our pupils. The tiers are:

- **Universal**- approaches, which may be subtle and adaptable to all children and their needs.

- **Targeted**- strategies and interventions from above and specific for children with some identified needs but can be subtly used within the everyday lesson
- **Target Plus** – strategies and interventions from above and adapted techniques with additional support coming from specialised professionals from within the borough or network of support
- **Specialist support**- strategies and interventions from above and additional strategies and techniques typically for learners with more complex needs

Area of Difficulty	All pupils where appropriate <u>Wave 1 Universal</u>	Some pupils- additional support not met by wave 1 <u>Wave 2 Targeted</u>	Pupils requiring additional support on top of wave 2 will have <u>Wave 3 Targeted plus</u>	A few pupils – additional support not met by wave 1,2 &3 <u>Wave 4 Specialist support</u>
Cognition and Learning (C&L)	*Quality First Teaching with adaptive teaching in every lesson <i>*TA support in class: to support the children's independent learning – task planners, small group support, discussions</i> <i>*Focused group work with class teacher</i> <i>*Adapted teaching curriculum planning, activities, delivery and outcome</i> <i>*Collaborative approaches to learning e.g. group/paired work.</i> <i>*Resources to support independence in class – Clear Learning</i>	*Cycles of Support plan using Assess, Plan, Do and Review to monitor the child's progress *1:1 reading with TA or adult *Nessy – online literacy intervention programme (TA led) *Mathletics and Mathseeds maths intervention (TA led) *Booster classes (before or after school) in preparation for Y2 and Y6 SATs *Arithmetic sessions held weekly by class TA in KS2 *Visual wordbanks *Colourful Semantics to help children with structure of sentences *Additional Phonics/ Phonological Awareness groups using Little Wandle	*Cycles of Support plan using Assess, Plan, Do and Review to monitor the child's progress *Assessments from external professionals including Educational Psychologists (EPs) *Access to specialised equipment (eg laptop for writing) * Task planners to list steps to complete *Use of Now and Next tasks *Additional time in tests	* Personalised Pupil Passports to measure targets *Potential Access to the school's specialist education setting for adapted teaching *Flexible and reduced timetables *Individualised quality-first teaching adaptation *1:1 or 1:2 and small group support from TA *High level of support in class *Dyslexia friendly coloured

	questions & success criterias, writing frames, word banks, key vocabulary, picture dictionaries, dictionaries, thesauruses and concrete resources in maths such as: 100 squares, numicon, number lines, diene cubes, word and phonics mats etc. *Creative curriculum with multi-sensory approaches to teaching and learning *Whole school handwriting scheme (Letter Join). *Peer and Self-Assessment * Use metacognitive questions to help child identify patterns and reflect on learning process *Give opportunities for repetition, retrieval,	*Small group support (in specific areas eg. spelling/phonics/reading) *Increasing teaching adaption (personalised learning programme) *Access to dyslexia friendly books *Personalised visual timetable		screens to assist with writing *Further advice / intervention from external agencies eg. Educational Psychologist and SALT *Individual workstations for children to work at when needed *Use of now and next boards *Tasks broken down to smaller steps
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	reinforcement and over-learning to support with working memory *Concrete, Pictorial and Abstract manipulatives used throughout lessons *Use graphic organisers, mind mapping and writing frames * Effective marking delivering feedback, next steps and pupil response to marking *Regular and on-going assessments to ensure work set is appropriate level of challenge *Regular staff training on teaching and learning. *Increased visual aids/ modelling etc including Inprint word banks (visual wordbanks) *Visual whole-class timetables			
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	<i>*Interactive displays</i> <i>*Access to ICT</i>			
Communication and Interaction (CL)	<i>*Adapted teaching curriculum planning, activities, delivery and outcome e.g. Modified/simplified teacher language, key vocabulary</i> <i>*TA support in class to support children's independent learning e.g. – writing frames, break tasks down into steps, understanding of tasks, reminders or learning questions and</i>	<i>*Modified tasks to take account of further difficulties; further differentiation</i> <i>*Makaton to support communication through nonverbal techniques</i> <i>*Targeted speech and language programme e.g:</i> • Therapeutic Writing • Speech Bubbles writing through drama • Lego Therapy • Attention Bucket (EYFS)	<i>*Access to speech and language therapist for assessment and intervention</i> <i>*Support from an adult in small groups to support with understanding</i> <i>*Communication boards and communication booklets</i> <i>*Technology to support with communication</i>	<i>*Individual speech and language assessment and targets set and a part-time Speech and language therapist working at the school 1 day a week (Unlocking Language)</i> <i>*Individual support from TA to achieve SaLT therapist set objectives</i> <i>*Targeted 1:1 (or small group) support in class</i>

	success criteria's to facilitate group discussion and participation *Use of visual aids / modelling etc including visual wordbanks using Communication InPrint *Talk partners *Small group work and discussions *Whole school approach to phonics (Using Little WAndle) *Visual word mats to support the development of vocabulary *time to process information *Structured school and class routines, reinforced by visual timetables in class. Preparation for routine change and transition times *Stem sentences to support	*Specific teaching of social skills / social skills group * Support for transition between tasks e.g. now and next boards / individual visual timetable *TA pre-teaching of vocabulary in intervention groups * Use of task planners to help children identify what to do next and when *Visual prompts on all staff to help with communication *Adult support using Makaton *Instructions broken down to smaller steps *Additional processing time		*Individualised adaptation to lessons and timetable *Staff trained and skilled in teaching and supporting children with speech and language needs *External specialist support and guidance e.g. Educational Psychologist, Speech and language therapist, Autism Support Team
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	answering questions * Model language, giving lots of examples of how word or sentence structure should be used * Recast – repeat back what child said, correcting errors in speech sounds or grammar * Expand – repeat back what child said, adding in extra word or phrase * Give prompts and scaffolds such as sentence starters for speaking * Give limited choice of responses, e.g. "Would you like ___ or ___?" * Provide alternative communication methods, e.g. pointing to pictures / cards from selection			
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	*Staff training from ASD outreach. *Staff training from Speech and Language Therapist *Whole school and class opportunities for speaking and listening e.g class assemblies, show and tell, head boy and girl speeches *Use of ICT to support development of vocabulary *Now and Next boards			
Social, Mental and Emotional Health (SEMH)	*Whole school behaviour and anti-bullying policy. *Whole school and class rules set with clear expectations. *Zones of Regulation used throughout the whole school *PSHE leader who co-ordinates whole school events (e.g	* Speech Bubbles for those children with difficulty speaking and SEMH issues in KS1 *Therapeutic Writing for those in KS2 with SEMH where writing can take place in the form of drama * Zones of Regulation support through small mentoring with Wellbeing Officers *Access to resources such as fidget toys, Wobble cushions etc	*Referrals to external services such as CAHMS, Play Therapists and Behaviour outreach programs *Support from Groundworks (The Nest) to support with emotional well-being techniques	*Flexible and reduced timetables *Individual risk-assessments *Individualised adaptive teaching *Individual workstations for children to work at when needed *1:1 or small group support

	anti-bullying) and provision and progress of PSHCE curriculum (Jigsaw). *Appropriate differentiation of the curriculum to ensure that children are motivated to learn and minimise emotional, social and behavioural difficulties. *Class reward and sanctions system including use of Dojos *Themed assemblies to promote the values of the school *Regular celebration of children's achievements – both in class and whole school. to raise self-esteem *Child protection systems and safeguarding *Lunchtime and playtime rules, routines and activities set up.	*Access to safe spaces e.g. the library *Access to emotional literacy support through an ELSA *TA led small groups as needed e.g. • Zones of regulation and the Colour Monster • Social Skills *Social stories *Transition Groups (Yr N, R and Y6) *Behaviour charts & targets with reporting regularly to SLT *Access to Sensory Room to help regulate emotions in a safe space *Sensory Circuits *Regular check-ins *Use of fidget toys and wobble cushions		for break and lunchtimes *A highly modified learning environment *Involvement of CAMHS and other mental health services *1:1 or small group Ta support *Advice/Intervention by external agencies including Educational Psychologist / Speech and Language Therapist / Autism support team *Individualised use of zones of regulation supported by 1:1 TA throughout the day
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	*Quiet spaces e.g. library, quiet area of playground. *Children have roles and responsibilities e.g. school councillors, head girl & boy. Eco- committee *Pupils given opportunities to give opinions and listened to e.g. pupil voice questionnaire s *Well-trained staff who are aware of mental and emotional health including 2 staff members who are mental health first aid.			
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Sensory and/or Physical (SP)	<i>*Flexible teaching arrangements –e.g. seating & resources.</i> <i>*Experiments in class, use of artefacts, moving around classroom to act out events and role-play, use of other physical resources related to topics taught.</i> <i>*Music lessons and music used in class to enhance learning.</i> <i>*Staff aware of implications of physical impairment.</i> <i>*Extra time to complete tasks and adapted teaching tasks set.</i> <i>*Use of outdoor space.</i> <i>*Use of quiet rooms (intervention room, the house, the library)</i> <i>*Use of ICT and visuals or class</i>	<i>*Modified tasks to consider difficulties; further differentiation</i> <i>*Access to the school's Sensory Room to discover and explore the child's sensors</i> <i>*Occupational Therapy resource pack</i> <i>*Medical support through school nurse, CPD training etc</i> <i>*Health Care plans / risk assessments</i> <i>*Sensory diet – activities built into a child's timetable e.g.</i> <i>• Additional fine motor skills activities and sessions</i> <i>• Sensory box use of equipment</i> <i>• Sensory circuits</i> <i>• Movement and brain breaks outside of the classroom (TA led)</i> <i>*Access to equipment e.g. fidget toys, pencil grips, wobble cushion, overlays, ear defenders</i>	<i>*Work with Occupational Therapists and other support professionals</i> <i>*Support using technology</i> <i>*Personal evacuation plan in case of an emergency as per the evacuation policy</i> <i>*Personalised Risk assessments for events like trips</i>	<i>*Individualised intimate care plan</i> <i>*Training for staff where appropriate for physical disabilities</i> <i>*Specialist equipment for VI, HI, PD to navigate around the building including the school's signage and the stair climber</i> <i>*Advice/Intervention by external agencies including Educational Psychologist / Speech and Language Therapist / Autism support team</i> <i>*Referral for support and guidance from Occupational Therapist and physiotherapist</i> <i>*TA support during PE/ Outdoor</i>
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	<i>interactive technology.</i>			learning / Break times etc
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2. Staff Training:

Grange is committed to a continuous program of professional development. We recognize that our staff are our greatest asset in identifying and removing barriers to learning. Our CPD strategy focuses on moving beyond "one-off" training sessions toward a culture of reflective practice and specialist expertise.

1. Core Inclusion Competencies

All staff members, including ECTs, experienced teachers, and support staff, will receive annual "Core Tier" training covering:

- Quality First Teaching (QFT): Advanced differentiation techniques and the use of universal design for learning (UDL) to support all learners within the classroom.
- Neurodiversity Awareness: Specific training on supporting pupils with Autism, ADHD, Dyslexia, and Dyspraxia.
- Adaptive Instruction: Using data and formative assessment to pivot lessons in real-time for children with varying needs.
- Mental Health First Aid: Recognizing early signs of emotional distress or trauma-related behaviours.

2. Specialist Pathways

Recognizing that some pupils require highly bespoke support, we invest in "Enhanced Tier" training for specific staff cohorts:

- ELSA (Emotional Literacy Support Assistants): Dedicated training for Support Staff to deliver targeted interventions for social and emotional needs.

- Subject-Specific Inclusion: Training for Subject Leads on how to adapt the curriculum (e.g., inclusive PE or accessible phonics).
- Speech, Language, and Communication Needs (SLCN): Partnership with local Speech and Language Therapists to train key staff in Makaton or PECS where required.

C. The "Universal Offer" & Environment

We proactively manage our physical space to minimize "predictable" barriers to learning. Our standards for an inclusive environment include:

- -Visual Predictability: Every classroom uses a Visual Timetable and consistent "Now and Next" boards to reduce anxiety during transitions.
- Signage: We ensure signage is clear and concise to help those with vision impairment difficulties able to recognise key areas of the school
- -Low-Arousal Spaces: Classrooms are designed to be "calm-neutral"—reducing visual clutter on walls to help pupils maintain focus.
- Ensuring, where possible, our site is accessible for all learners and their families. This includes ensuring the space is flat, smooth and clutter-free. Where there is a need to go up the stairs, ensuring that strategies and techniques are thought about and considered to help allow our learners to access all areas of the school's environment
- -Sensory Regulation: Each learning zone includes a "Calm Down Kit" (ear defenders, fidget tools, weighted lap pads) and a designated "quiet corner" for self-regulation.
- -Acoustic & Lighting Awareness: We prioritize natural light where possible and use soft furnishings or acoustic panels in high-traffic areas to reduce background noise.

1.Digital Accessibility

Technology is used as a "leveler" across the school. Our universal digital offer includes:

- Standardized use of Text-to-Speech and Dictation tools on school tablets.

- Digital displays with high-contrast settings and dyslexia-friendly fonts.
- Access to interactive learning platforms that allow pupils to demonstrate knowledge through video, audio, or images rather than just writing.

D. Data & Identification

1. Early Intervention:

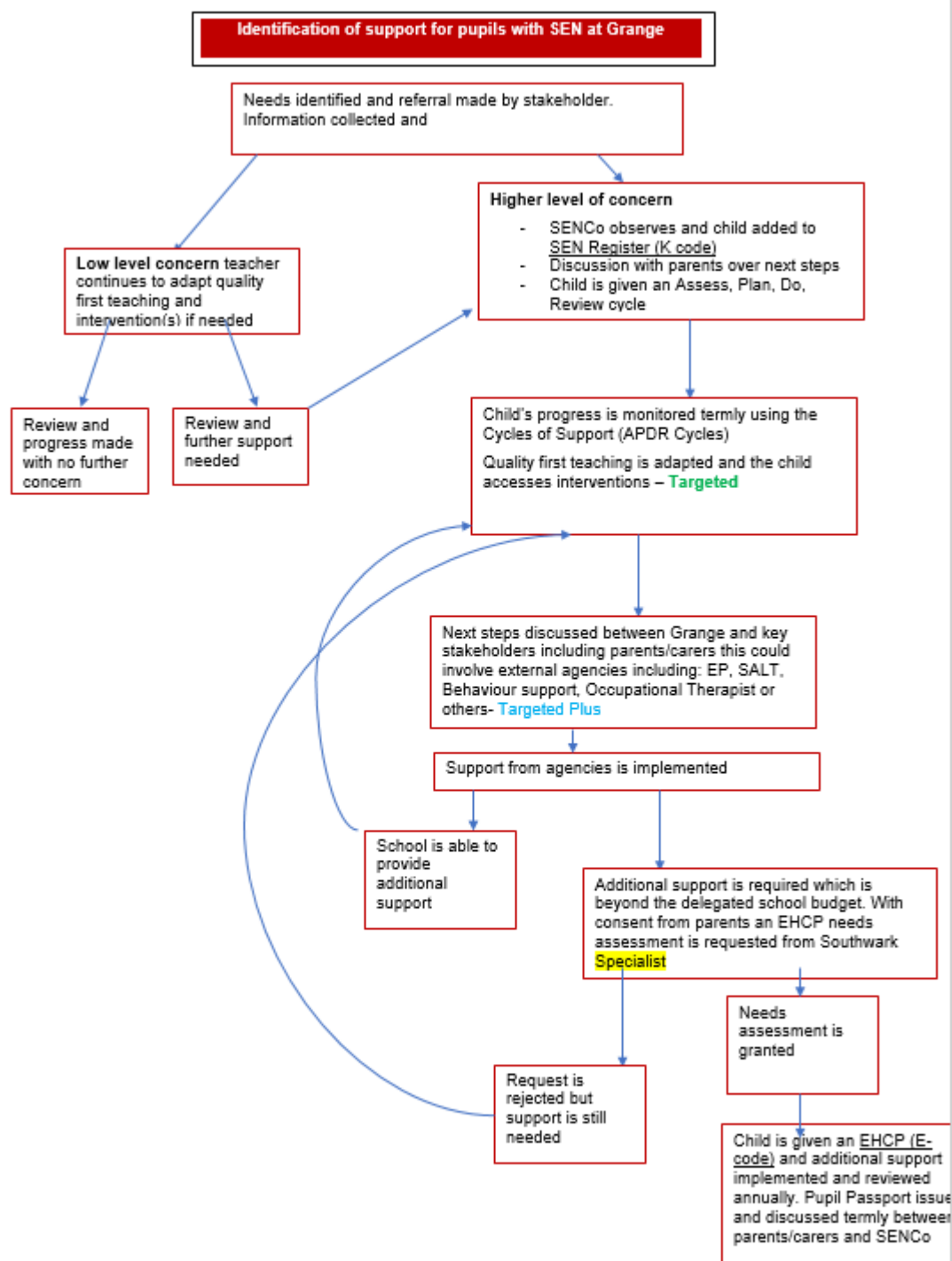
The diagram on the next page illustrates our collaborative approach to supporting pupils with additional needs. We operate on the principle that early identification is vital; consequently, staff and parents are encouraged to refer any child exhibiting suspected learning barriers to the SENCo using the **Referral Form (Appendix C)**.

Upon referral, the SENCo conducts a formal assessment to determine the appropriate level of support and, where necessary, places the pupil on the SEND Register.

The Pathway of Support

Our graduated response ensures that support is layered according to the child's specific requirements:

- **Targeted Support:** Once on the register, the SENCo implements evidence-based strategies and interventions selected from the school's Targeted List.
- **Targeted Plus:** If further expertise is required, the SENCo will consult with external professionals (such as Educational Psychologists or Speech and Language Therapists) to refine the child's support plan.
- **Specialist Support:** In cases where a child requires significant, long-term provision, the school will initiate an Education, Health and Care Plan (EHCP) application and implement highly individualized techniques from our Specialist Section.



2. Data and monitoring

The SENCo will complete termly SEN audits to see how interventions and strategies are being used and measure their effectiveness. The SENCo will share feedback with relevant stakeholders. The SENCo sets out clear guidance of expectations using non-negotiables (**Appendix E**). In addition, The SENCo will complete internal data analysis to monitor the progress of all the SEN, EAL and PP learners and compare this to other groups to help identify key targeted groups who may benefit from additional support and intervention.

Any child accessing targeted interventions will have these monitored and tracked to measure their impact, and, where appropriate, adaptations will be made to the interventions.

Finally, each child's Individual Support Plan, will be reviewed, using the graduated approach technique, on a termly basis. The child's progress will be shared with key stakeholders on a termly basis.

E. Culture and Belonging

At Grange, we view attendance and behaviour not as isolated metrics, but as communication. High attendance and positive behaviour are the results of a child feeling safe, valued, and capable of success. Our strategy moves away from purely punitive measures, focusing instead on identifying the underlying needs that drive disengagement or distressed behaviour.

1. Inclusive Attendance: "Belonging Leads to Attendance"

We recognize that for some children—particularly those with SEND or anxiety—attending school is a significant achievement. Our approach moves from "enforcement" to "encouragement":

- **Identify Barriers:** We use attendance data to spot patterns early (e.g., school refusal on PE days) and work with families to address the root cause, whether it is sensory overstimulation or curriculum anxiety.
- **Soft Starts:** For pupils who find the transition into school difficult, we offer "soft starts," allowing them to enter via a quieter entrance or spend the first 10 minutes in a "calm zone" rather than a busy playground.
- **Relational Attendance Plans:** For persistent absence, we co-produce support plans with parents that focus on building the child's sense of belonging rather than just highlighting percentage drops.

2. Behaviour as Communication

We shift the narrative from "What is wrong with this child?" to "What is this child trying to tell us?". Our inclusive behaviour framework is built on:

- **Regulation Before Reflection:** We understand that a child in a state of "fight, flight, or freeze" cannot access the logical part of their brain. Staff are trained in de-escalation techniques that prioritize emotional regulation before discussing the incident.
- **Reasonable Adjustments:** In line with the Equality Act 2010, we make proactive adjustments to our behaviour policy for pupils with SEND. This might include "time-out" cards, sensory breaks, or the use of workstations to reduce environmental triggers.
- **Restorative Practice:** Rather than simple "sanctions," we use restorative conversations to help pupils understand the impact of their actions and develop the empathy and social skills needed to make better choices in the future.

3. Targeted Social & Emotional Support

For pupils who struggle to meet school-wide behaviour expectations, we provide tiered interventions:

- **Small Group Work:** Nurture groups and social skills groups (including LEGO Therapy) to build emotional resilience.
- **Individualised Behaviour Plans (IBPs):** Highlighting specific triggers and agreed-upon "calm-down" strategies that are shared with all staff who interact with the child.
- For those children who find the playground too overwhelming, we do run lunchclubs which are held in quieter spaces for children to attend and be away from the busier playground setting

4. Reducing Exclusion through Inclusion

Exclusion is viewed as a last resort. We strive to prevent it by:

- **Restorative Debrief:** Using a visual breakdown for children to reflect on their behaviours but more importantly, how to make things right again.
- **Early Help Involvement:** Partnering with external agencies (including Groundworks from The Nest) and family support workers to address external factors influencing a child's behaviour.
- **Staff Debriefs:** Analysing "near-miss" behavioural incidents to adjust the environment or timetable, ensuring we are constantly refining our support.

Information on where to find further support

- **Southwark Local Offer:**

For further information about support and services for pupils and their families please visit the Southwark's Local Offer at the following website:

www.localoffer.southwark.gov.uk

- **Southwarks' Information Advice and Support (SIAS)** team (formerly called Parent Partnership) can provide support with understanding and accessing services available within the Local Offer. Please find more information at the following website address:

[Southwark Information Advice and Support Team \(SIAS\) - Southwark Council](http://Southwark Information Advice and Support Team (SIAS) - Southwark Council)

You can email them at: sias@southwark.gov.uk or Tel: 0207 525 3104

- **AUTISM**

- National Autistic Society is the leading UK charity for people with autism and Asperger syndrome and their families. They provide information, support, pioneering services and run a number of campaigns to raise awareness.

Website: <http://www.autism.org.uk/>

- **National Autistic Society Southwark Branch** offer a support group which runs twice a month in quiet pubs in two different locations in the borough. It aims to provide emotional support in a friendly and supportive environment and to give information about local services.

Please see website for details of forthcoming meetings Pamela Douglas (Branch Officer)

Email: southwark@nas.org.uk

Tel: 07747 768536

- **Resources for Autism** provide a range of support services for both children/young people and their families including autism specific home/community support for all ages and autism specific parent/carer groups. They also offer autism specific play and youth clubs and holiday play schemes for children and young people aged 8-19 years old.

Website: www.resourcesforautism.org.uk

Email: admin@resourcesforautism.org.uk

Tel: 020 8458 3259

- **ADHD**

- **ADDISS The National Attention Deficit Disorder Information and Support Service** provide information and resources about Attention Deficit

Hyperactivity Disorder to parents, sufferers, teachers or health professionals.

Website: <http://www.addiss.co.uk/about.htm>

Tel: 020 8952 2800

- **The ADHD Foundation** supports achievement, educational attainment, mental health and employability. The Foundation works in partnership with those living with ADHD, enabling them understand and manage ADHD. Website: <http://www.adhdfoundation.org.uk/> Telephone: 0151 237 2661

ALL DISABILITIES

- **Contact a Family** is a UK-wide charity providing advice, information and support to the Parents of all disabled children, no matter what their disability or health condition. They enable Parent's to get in contact with other families, both on a local and national basis. The Southwark branch produces the

Grapevine Newsletter outlining events and information for parents. Services include: drop in service at Sunshine House and selected children centres; phone advice 5 days per week between 9.00 am and 5.00pm; Helpline advice on specialist topics: education, welfare and benefits, housing; casework support to individual families; DLA workshops at Sunshine House; family-focused social events; coffee mornings and afternoons. For more information regarding Contact a family generally please see Website: <http://www.cafamily.org.uk/> Helpline: 0808 808 3555

- Details of the Southwark branch are as follows: **Cambridge House, 1 Addington Square, London SE5 0HF**, Email: southwark.office@cafamily.org.uk Tel: 020 7358 7799
- **KIDS:** Is a charity that works with children and young people from birth to the age of 25 who are disabled; those who may have 'a physical, sensory or mental impairment (including mental health issues) which in creates barriers which hinder their full and equal participation in society.' Their work is also with the individuals who are affected by this situation (such as families and young carers).
KIDS London: 7-9 Elliott's Place, London N1 8HX
Website: www.kids.org.uk
Tel: 020 7359 3635
- **KIDS London SEND Mediation Service** is an independent disagreement resolution service that provides mediation meetings for parents of children with Special Educational Needs and their local education authority or the child's school when there is some kind of disagreement surrounding how best to meet those needs. Mediation is an informal, voluntary process where parties in disagreement meet together with an independent mediator.
Website: <http://www.kids.org.uk/Event/SEND-mediation-service> Telephone: 0207 359 3635
- **National Network of Parent Carer forums:** this is a Parent Carer's forum run by parents who have children with a disability.
- Website: <http://www.nnpccf.org.uk/>
- **Scope** is a charity that provides free, independent and impartial information and support on the issues that matter to disabled people and their families.
Website: <http://www.scope.org.uk/>
Email: helpline@scope.org.uk
Tel: (call free on: 0808 800 3333)

DYSLEXIA

- **The Dyslexia – SPLD trust** is a collaboration of voluntary and community organisation with funding from the Department of Education to provide reliable information for parents, teachers and the wider sector. It can provide specific information and guidance on how to support children and young people with Dyslexia.
Website: <http://www.thedyslexia-spldtrust.org.uk>
Email: info@thedyslexia-spldtrust.org.uk
Tel: 01344 381564

- **Dyslexia Action** is a charity that provides services and support for people of all ages. The website includes information for parents and carers, including a reading list for reluctant readers. Local centres in the UK provide assessment and tutor facilities. All Dyslexia Action Centres offer free half hour consultations as well as assessments, screening, tuition and consultancy.

Website: <http://www.dyslexiaaction.org.uk>

- **Calibre Audio Library** is a charity that believes that having poor sight or other reading difficulties, such as dyslexia, should not act as barriers to the pleasures of reading. The lend audio books to members aged 5+. There is a joining fee of £20 for young members.

Website: <http://www.calibre.org.uk>

Tel: 01296 432339

Post: Calibre Audio Library, Aylesbury, Bucks, HP22 5XQ

- **DYSPRAXIA/DEVELOPMENT COORDINATION DISORDER (DCD)**

Dyspraxia Foundation can help to find sources of support. It publishes a range of leaflets, booklets and books on aspects the condition.

Website: <http://www.dyspraxiafoundation.org.uk>

Tel: 01462 454986

- **HEARING IMPAIRMENT**

- The National Deaf Children's Society (NDCS) is a charity dedicated to creating a world without barriers for deaf children and young people. They can provide online factsheets, booklets and DVDs. You can become a member of the NDCS and receive family support via the helpline.

Website: www.ndcs.org.uk

Email: helpline@ndcs.org.uk

Telephone: 0808 8008880

- **MENTAL HEALTH**

- Young Minds is the UK's leading charity committed to improving the emotional wellbeing and mental health of children and young people. They provide information and support for anyone worried about a child or young person's behaviour and mental health, including information regarding symptoms, diagnosis and treatment of common mental health and behaviour concerns, especially for parents and carers. Website:

<http://www.youngminds.org.uk> Parent helpline: 0808 802 5544

- **SPEECH AND LANGUAGE**

I can provide a range of information services, help and advice for parents about speech, language and communication. It includes a free call-back service with a speech and language therapist, Talking Point a website dedicated to speech and language issues and an assessment service.

Website: <http://www.ican.org.uk/>

Email: help@ican.org.uk

Tel: 020 7843 2544 - to arrange to speak to a Speech and language therapist.

- **VISUAL IMPAIRMENT**

Royal London Society for the Blind (RLSB) supports blind young people & kids to live life without limits. Website: www.rlsb.org.uk
Email: enquiries@rlsb.org.uk
Telephone: 01732 592500

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

Glossary

Term	Definition
Adaptive Teaching	Our teachers are trained and dedicated professionals who are passionate about supporting the needs of the children within their class. Our staff provide Quality First Teaching and all staff receive regular training to help support them in meeting these needs. It is the expectation that they will adapt their teaching to meet the needs of the pupils within their class.
Attention Deficit Disorder (ADHD)	A neurological condition which affects a child's concentration, behaviour and learning. A child with ADHD will often feel easily bored, may be distracted by unimportant sounds and sights, be impulsive and find it hard to sit still. This impacts on their learning as they can find it very hard to concentrate for the periods of time needed to complete tasks.
Autism Spectrum Disorder (ASD)	Pupils find it difficult to: understand and use non-verbal and verbal communication; understand social behaviour, which affects their ability to interact with children and adults; think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities. The autism spectrum covers the ability range.
Children and Adolescent Mental Health Service (CAMHS)	CAMHS is an NHS-led service that assesses and treats children and young people with emotional, behavioural or mental health difficulties. Please see Southwark's local offer
2015 Code of Practice	Link to this can be found on the school's SEN page. The code of practice identifies 4 areas of need for pupils: - Cognition and learning - Speech and Language - Social and Emotional - Sensory and physical The Code of Practice also advises that school's ensure that they use the graduated approach within their SEN provision using: -Assess -Plan -Do -Review

Cognition and Learning	Cognition refers to the mental steps used to learn a process or 'make sense of' information. Cognition and learning needs may impact on specific areas of the curriculum, for example, difficulties with reading, writing, spelling or processing, remembering and sequencing information
Dyslexia	Pupils with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. Pupils may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation, and in remembering sequences of words.
Dyscalculia	Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.
Dyspraxia	Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and coordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc).
Early Years Foundation Stage (EYFS)	The EYFS sets the standards for learning and development from birth to 5 years old. Many children attend an early education setting soon after their third birthday. The EYFS Statutory Framework outlines the milestones and curriculum goals for children in educational settings up until the end of their reception year.
Education Health and Care Plan (EHCP)	A legal document provided by the local authority which describes the educational needs of a child requiring a high level of support than is ordinarily available through a school's usual resource. It sets out eh needs that a child or young person has and the help they will be given to meet the needs. An EHCP is only issued to those pupils with high complex needs and an application has been approved by the council. An EHCP is reviewed yearly with all key stakeholders in what is called an Annual Review . If situations change, an early Annual Review can be requested.

Educational Psychologist (EP)	Educational psychologists are professionals who can come to school to support the school in meeting the needs of children. They will work with the child and their family and then produce a report on how to support the child. As a school we are only provided with a few educational psychologist appointments per year so it is vital we plan these affectively.
Fine Motor Skills	Actions using the body which are small in task such as picking up a pencil.
Gross Motor Skills	Larger body movements such as kicking a ball, swimming or doing PE.
Intervention	Specific and targeted strategies or sessions tailored to address the learning needs of the pupil(s)
Key Stage(s)	A key stage is a stage of education. They are separated in age as follows: •Key Stage 1: 5-7 years old (school years 1 and 2) • Key Stage 2: 7-11 years old (school years 3 – 6) • Key Stage 3: 11 - 14 years old (school years 7 – 9) • Key Stage 4: 14 - 16 years old (school years 10 – 11) • Key Stage 5: 16 - 18 years old (school years 12 – 13)
Local Authority (LA)	Southwark is the school's local authority who oversee the school's work and procedures. The Local authority outlines how it can support through it's local offer .
Looked After Children (CLA)	Children who are provided with care and accommodation by the local authority services
Makaton	Makaton is a language programme designed to provide a means of communication. It uses symbols, signs and speech.
Moderate Learning Difficulties (MLD)	Pupils with MLDs will have attainments significantly below expected levels in most areas of the curriculum despite appropriate interventions. Pupils with MLDs have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts.
Occupational Therapy/ist (OT)	A specialist professional who can provide the school with advice on how to support a child's

	development with regards to their fine and gross motor skills.
Parental/Pupil/School Voice	An opportunity for the key stakeholder to say how they are feeling and what is working and not working in their opinion.
Provision Map	Where the school outlines the support, it is offering the children with SEN. Using a provision map helps demonstrate how the school is using the graduated approach within its' practice. This is a working document updated regularly.
Pupil Premium	Maintained schools in England get extra funding from the government to help improve the attainment of disadvantaged pupils. Schools receive pupil premium funding based on the number of pupils they have who receive free school meals and/or are Looked After Children.
Pupil Progress Meetings	Pupil Progress Meetings are held regularly (usually termly) between members of the Senior Leadership Team and class teachers. In these meetings, staff look at the progress children are making in their learning and consider what additional support may help them to thrive in school.
Reasonable adjustments	Are the changes that a school can make to help support the pupils within the school.
SEN Register	A document where all the children with SEN are listed and their needs are detailed. This is a working document and is updated regularly.
Social Emotional and Mental Health	Refers to a range of different needs that children may have at any given time, linked to their social and emotional wellbeing.
Special Educational Needs Coordinator (SENCO)	The person who oversees the SEN children at the school by ensuring that teaching is adapted and that communication is transparent between all key stakeholders at the school.
Specific Learning Difficulty (SpLD)	"A child or a young person with a Specific Learning Difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling)
Senior Leadership Team (SLT)	The management team of the school. This consists of the headteacher, the deputy head, the assistant head(s), the business manager and the SENCo.
Sensory and physical needs	Children and young people may require special educational provision because they have a disability or sensory sensitivity, which prevents or

	hinders them from making use of the educational facilities generally provided.
Speech and Language Therapist (SaLT)	Speech and language therapy provides assessment, support and care for children who have difficulties with communication, or with eating, drinking and swallowing. The SaLT may work directly with children or act in an advisory role to staff and parents.
Speech and Language Needs	Children and young people may have a range of difficulties with speech and language. For some children, such difficulties may be confined to their production of speech. For others, it may be hard to find the right words or to join them together meaningfully in expressive language. They may have problems in communicating through speech and may find it hard to acquire language and express thoughts and ideas. Other students may have difficulties on the receptive side – in understanding language, or with vocabulary. Others may experience difficulties or delays in understanding or responding to verbal cues from others, or in understanding and using appropriate language for social interaction.
Special Educational Provision	Special education is any educational or training provision, which is extra to or different from what is needed by other children or young people the same age. This covers many different things including communicating through sign language, having worksheets in a larger font, needing one-to-one or small group support.
Stakeholders	These are the key people connected to the child in supporting the child to achieve. They include: - The child - The parent/carer - The school (teachers, SLT, SENCo) - External agencies which could be involved

Appendix A: Individual Support Plans- Cycles of Support

 Grange Primary School White Street, London SE1 4DP Grow with Grange.			
Child's Name: Click or tap here to enter text.		Date of Birth: Click or tap here to enter text.	
Date Plan Started: Click or tap here to enter text.			

Baseline Assessment

Child/Young Person's Voice Click or tap here to enter text.		Parent/Carer's Voice Click or tap here to enter text.		Any diagnoses Choose an item. Choose an item. Choose an item.	
Cognition and Learning			Communication and Interaction		
Strengths Click or tap here to enter text.		Needs Click or tap here to enter text.		Strengths Click or tap here to enter text.	
				Needs Click or tap here to enter text.	
Social, Emotional and Mental Health			Physical and Sensory Needs		
Strengths Click or tap here to enter text.		Needs Click or tap here to enter text.		Strengths Click or tap here to enter text.	
				Needs Click or tap here to enter text.	

Cycles of Support			
	Cycle Choose an item.	From: Date To: Date	
Assess: the need (and current attainment if appropriate) Example: Writing – Y3D (two years below ARE)	Plan: SMART target X will be able to use accurate punctuation in her writing, including direct speech, with less than 4 errors per A4 page.	Do: How will this be achieved? TA support in all English lessons, daily; 1 hour; 1:3 Precision teaching with TA, daily; 10 minutes; 1:1	Review Choose an item.
Cognition and Learning Assess the need	SMART target	Name of intervention, frequency, length, run by whom	Choose an item.
Speech and Language Assess the need	SMART target	Name of intervention, frequency, length, run by whom	Choose an item.
Social, Emotional and Mental Health Assess the need	SMART target	Name of intervention, frequency, length, run by whom	Choose an item.
Sensory and Physical Assess the need	SMART target	Name of intervention, frequency, length, run by whom	Choose an item.
Area of Concern – Click here to enter text Assess the need	SMART target	Name of intervention, frequency, length, run by whom	Choose an item.

TAC meeting	Date Click or tap here to enter text.	Attendees: Click or tap here to enter text.
Progress		
Areas for development (including any new specialist advice)		

Appendix B: Individual Support Planfor children with an EHCP template

 Grange Primary School 100 Years, never 99.99 Come with Grange		Individual Support Plan - EHCP		
Child's Name and year group: Click or tap here to enter text.	Date of Birth: Click or tap here to enter text.	Date of EHCP/last review: Click or tap here to enter text.		

What's important to me...

-

What people like and admire about me...

How best to support me...

-

My parents/Carers say:

-

Likes and dislikes...

I like:

-

I dislike:

-

Cycles of Support		Cycle Choose an item.	From: Date To: Date
Long Term Target from EHCP	SMART target	How will this be achieved?	Outcome
<i>Example: X will make progress in her literacy in both her actual ability and in developing strategies to access the curriculum despite her literacy needs.</i>	<i>X will be able to use accurate punctuation in her writing, including direct speech, with less than 4 errors per A4 page.</i>	<i>TA support in all English lessons, daily; 1 hour, 1:3 Precision teaching with TA, daily; 10 minutes, 1:1</i>	<i>Choose an item.</i>
Click or tap here to enter text.	SMART target	Name of intervention, frequency, length, run by whom	Choose an item.
Click or tap here to enter text.	SMART target	Name of intervention, frequency, length, run by whom	Choose an item.
Click or tap here to enter text.	SMART target	Name of intervention, frequency, length, run by whom	Choose an item.
Click or tap here to enter text.	SMART target	Name of intervention, frequency, length, run by whom	Choose an item.
Click or tap here to enter text.	SMART target	Name of intervention, frequency, length, run by whom	Choose an item.

Any diagnoses Choose an item. Choose an item. Choose an item.			
Cognition and Learning		Communication and Interaction	
Strengths Click or tap here to enter text.	Needs Click or tap here to enter text.	Strengths Click or tap here to enter text.	Needs Click or tap here to enter text.
Social, Emotional and Mental Health		Physical and Sensory Needs	
Strengths Click or tap here to enter text.	Needs Click or tap here to enter text.	Strengths Click or tap here to enter text.	Needs Click or tap here to enter text.

TAC meeting	Date	Attendees:
Click or tap here to enter text.		
Progress		
Areas for development (including any new specialist advice)		

Appendix C: Internal Referral form



Grange Primary School
Webb Street, London SE1 4RP
Grow with Grange.

Internal Referral Form

Record of Concern/Monitoring Stage

Name of Pupil			
DoB			
Class		Year Group	
Date of Referral			

Please tick (or place an X) for each statement below

Area of Concern	No concern	Some concern	Significant concern
Reading			
Spelling			
Number concepts			
Presentation			
Organisation of thoughts			
Sequencing			
Following instructions			
Spatial skills			
Short-term auditory memory/visual memory			
Independent learning			
Working in groups			
Concentration and attention			
Confidence			
Verbal participation			
Self-esteem/Motivation			
Social communication			
Leaving seat or designated space			
Work refusal			
Respect towards adults			
Friendships/Respects towards peers			
Homework			
What have you already done to support this pupil?			

Now, please now tick the areas of concern below and write a brief description of your concern for the pupil.

	Cognition and Learning - General Learning Difficulties
	Cognition and Learning - Specific Learning Difficulties (including dyslexia)
	Communication and Interaction – including social communication
	Speech and Language Difficulties
	Emotional, Social and Mental Health
	Physical – gross and fine motor skills; visual; hearing

Appendix E: School's non-negotiables



Grange Primary School
Wells Road, London SE1 4PP
Grow with Grange

SEN Non-Negotiable Check List

Provision

- ⇒ All staff will read key documents (including **school policy**) and be familiar with the statutory requirements for supporting SEN children
- ⇒ EHCP children and SEN support children will work with **all staff** throughout the week and be encouraged to work **independently**. When supporting children, we use the **learning journey** model
- ⇒ Teachers must maintain a **class SEN folder**, Class TAs an **intervention folder** and SEN TAs an **EHCP folder**
- ⇒ **EHCP** children will have an **EHCP Assess, Plan, Do, Review (APDR) form** which will be reviewed regularly and updated termly by the class teacher and TA. These children will also have visible targets. This will be shared with stakeholders. These will be kept in the TA EHCP folder
- ⇒ **SEN support children** will have an **SEN Support APDR form** which will be reviewed termly by the class teacher and shared with stakeholders. These will be kept in the class SEN folder
- ⇒ Staff can use the school's **Waves of Support** document for suggestions on how to support children within their provision. Teachers are encouraged to use this document to **adapt** their teaching and ensure they consistently use **quality first teaching** for **all** their pupils.
- ⇒ Staff must provide children with regular feedback to pupils on their progress
- ⇒ Class Teachers will **timetable interventions** for children in their class by referring to and updating the **school's provision map**. Class teachers will make at least termly assessments of all pupils (including those with SEN) in their class

Resources

- ⇒ All staff will wear the **uniform visual lanyards** to support our children
- ⇒ All classes must have a **visual timetable** updated daily and use of **visual word banks** in every lesson
- ⇒ Class staff are responsible for using other resources such as: **Now and Next boards**, **Communication boards** and others (these can be found on the shared drive). Resources like **ear defenders**, **wobble cushions** and **fidget toys** can be found in the SENCo's office.
- ⇒ Staff are responsible for ensuring that the **Sensory Room** is left tidy and turned off after use.
- ⇒ The SENCo will work with **external agencies** and share reports with stakeholders
- ⇒ Staff should ensure they adapt their communication to support all learners. Staff are encouraged to **break down instructions**, **simplify language**, **use visuals** and **Makaton** to support

Behaviour

- ⇒ Individual **behaviour charts/reward systems** must be used consistently throughout the school
- ⇒ Some children will have an **individual behaviour plan**, staff should use strategies within this and adapt it when necessary. Certain pupils behaviours will be monitored using **ABC charts** and/or the **emotional monitoring form** which will be completed by school staff and reviewed by the SENCo.
- ⇒ Some identified pupils will benefit from being provided with **social stories**, **Zones of Regulation**, **movement breaks**, **sensory circuits**, **comic strip conversations**, **fidget toys** and **access to the sensory room**. All of these must be used consistently and with high expectations

Appendix F Behaviour Plan Template

Grange School
Individual Behaviour Plan (IBP)

Name:

DOB:

Reviewed:

Strengths:

Targets/difficulties:

Behaviour

Triggers:

You may see:

Reactive strategies	
These are strategies that are used in response to challenging behaviour.	
Level of behaviour (levels of challenging behaviour to be recording during each time slot of the day to go on to weekly behaviour recording sheet)	Staff response
1 = Low level	
2 = Medium level	
3 = High level	