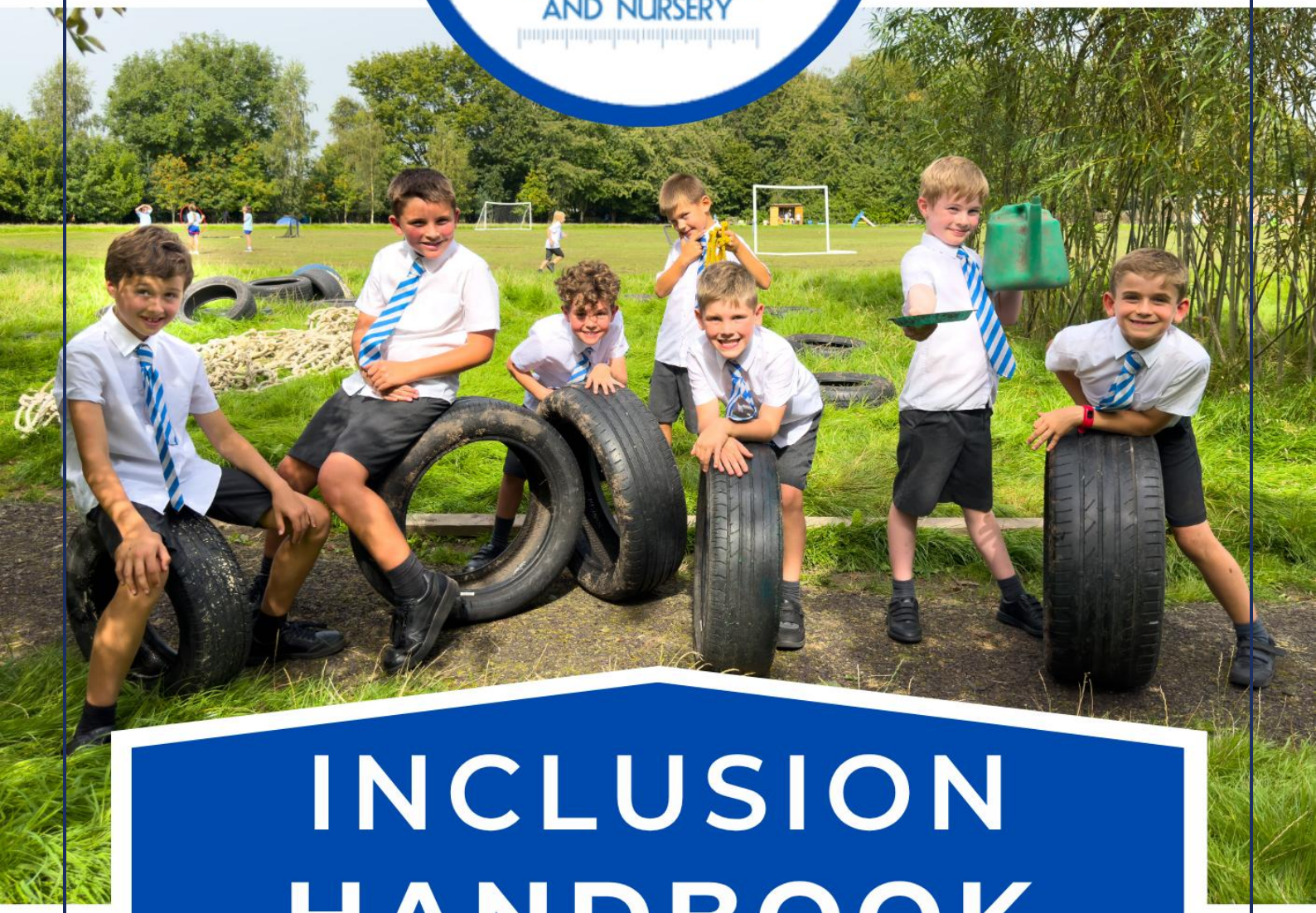
BEXTON
PRIMARY SCHOOL
AND NURSERY



INCLUSION HANDBOOK

BEXTON PRIMARY SCHOOL
BLACKHILL LANE,
KNUTSFORD,
CHESHIRE
WA16 9DB

www.bexton.cheshire.sch.uk

CONTENTS

SECTION A: VISION & BELIEFS 3
SECTION B: INCLUSION AS TEACHING QUALITY 7
SECTION C: IDENTIFYING BARRIERS & ESCALATING SUPPORT 10
SECTION D: SEND SUPPORT IN PRACTICE 14
SECTION E: PROVISION, ADAPTATIONS & INTERVENTIONS 19
SECTION F: ROLES, RESPONSIBILITIES & ACCOUNTABILITY 23
SECTION G: MONITORING, EVALUATION & IMPACT 26
SECTION H: WORKING WITH FAMILIES & EXTERNAL PARTNERS 29
SECTION I: IMPLEMENTATION, REVIEW & DEVELOPMENT 32
APPENDICES 35

SECTION A: VISION & BELIEFS

OUR INCLUSION VISION

One Pathway. Every Child.

At Bexton, inclusion exists for one clear reason: to ensure every child thrives.

The Inclusion Handbook protects equity, ambition and belonging for every child. It sets out how we identify, understand and remove barriers to learning so that all pupils can access ambitious teaching, feel a strong sense of belonging and experience success.

This handbook applies to all children who may be vulnerable to underachievement for any reason (including, but not limited to, special educational needs and disabilities, disadvantage, looked-after or previously looked-after status, English as an additional language, social, emotional or mental health needs, attendance, confidence or prior experience).

Inclusion is not a separate system or team. It is how we teach, how we adapt and how we ensure every child thrives.

INCLUSION ON THE PATHWAY

Belonging built through experience.

The Pathway is our whole-school framework for learning, culture and personal development. It is built on five interconnected Trails:

Performance • Social • Community • Team • Communication

Inclusion is woven through all five Trails. These Trails ensure that learning is experienced in multiple ways and that children are supported to build confidence, voice, relationships, independence and pride alongside strong academic outcomes.

Through The Pathway, we:

- value different strengths and starting points
- provide multiple routes into learning
- build confidence before independence
- ensure every child is seen, heard and supported to succeed

Inclusion, therefore, is not about lowering expectations. It is about creating the conditions for all children to meet high expectations.

OUR INCLUSIVE BELIEF

High ambition. Thoughtful adaptation. Shared responsibility.

We believe that:

- every child is capable of progress and success
- barriers to learning are not fixed traits within a child
- high-quality teaching is the strongest inclusion strategy
- early, proportionate support prevents later difficulties
- relationships, trust and consistency matter

We do not define children by labels. We seek to understand what is getting in the way of learning right now and respond thoughtfully and professionally.

INCLUSION AS TEACHING QUALITY

What happens every day matters most.

Inclusion at Bexton begins in the classroom. Most children's needs are met through:

- ambitious, well-sequenced teaching
- C.L.E.A.R lesson design
- consistent use of participation protocols
- strong routines and expectations
- responsive teaching and timely adaptation

Support is built into everyday practice, not bolted on afterwards. When teaching is inclusive:

- pupils participate confidently
- language is strengthened for all
- misconceptions are addressed early
- independence grows
- confidence and belonging increase

Where additional support is needed, it is layered deliberately and reviewed regularly.

OUR GRADUATED APPROACH TO INCLUSION

Support adapts. Ambition endures.

Our graduated inclusion model is rooted in the SEND Code of Practice (2015) and implemented alongside the Cheshire East Toolkit for Inclusion, tailored carefully to our school context.

Support at Bexton is structured through a graduated inclusion model, which moves from universal provision to more targeted and specialist support as needed.

At every stage:

- teachers retain responsibility for pupils' learning
- support is proportionate and purposeful
- escalation is based on evidence, not assumption
- families are partners in the process

Most support happens within the classroom. Specialist provision exists to strengthen, not replace, inclusive teaching.

A visual inclusion pyramid (*Bexton Graduated Inclusion Model*) is provided as an appendix to this handbook (Appendix A) to show how support escalates from universal provision to specialist provision.

INCLUSION BEYOND THE CLASSROOM

Access to opportunity matters.

At Bexton, inclusion extends beyond the classroom and runs through all aspects of school life. Through The Pathway, Bright Beginnings experiences and wider school opportunities, we are committed to ensuring that every child can access the full life of the school. This includes trips, visits, clubs, enrichment experiences and the wider opportunities that build cultural and social capital.

We believe that these experiences are not extras; they are essential in helping children develop confidence, independence, relationships and a sense of belonging. Wherever possible, we ensure that all pupils are able to participate in extra-curricular opportunities. We recognise, however, that inclusion must sit alongside a

clear commitment to safety. In some cases, where a child's needs present significant risks that cannot be safely managed, careful consideration is required.

For pupils with additional needs, decisions about participation in trips, visits or clubs are made thoughtfully and collaboratively. Senior leaders, the Inclusion Team and relevant staff work together to consider:

- the support required
- accessibility and adjustments that can be made
- potential risks and how these can be mitigated

This discussion takes place before engaging with families so that conversations are informed, clear and solution-focused. In the vast majority of cases, reasonable adjustments can be made to enable participation. In the rare event that safety cannot be assured, this is discussed openly and sensitively with parents before any final decision is made.

We are equally committed to removing financial barriers to participation. For pupils who are eligible for pupil premium, the school provides support to ensure access to trips and visits (requesting only a small contribution towards travel costs for residential visits), and all school-led clubs are offered free of charge. Families are also given the opportunity to discuss any barriers to participation discreetly so that support can be put in place where needed.

LANGUAGE MATTERS

The way we speak shapes the culture we build.

The language we use reflects our values. Across the school, we:

- talk about *barriers* rather than deficits
- describe *needs* as contextual and responsive
- use labels only when they support access to provision or statutory processes
- centre conversations on children's strengths as well as their needs

This shared language ensures that inclusion feels:

- respectful
- child-centred
- aspirational
- consistent across classrooms

Non-negotiables

These principles apply across the school:

- Inclusion is everyone's responsibility.
- All pupils access ambitious learning.
- Adaptations remove barriers, not expectations.
- Support builds independence, not dependency.
- Needs are identified early and reviewed regularly.
- Professional judgement is trusted and expected.
- Systems exist to support teachers, not replace them.

Why this matters

When inclusion is done well:

- children feel safe, confident and valued
- participation increases across lessons
- progress improves over time
- families trust the school
- teaching remains ambitious and equitable

This handbook exists to protect that impact.

SECTION B: INCLUSION AS TEACHING QUALITY

INCLUSION BEGINS IN THE CLASSROOM

Ambitious. Adaptive. The norm.

At Bexton, we believe great teaching is the strongest inclusion strategy and so inclusion begins with high-quality teaching for all pupils.

Most children's needs are met through:

- ambitious curriculum design
- clear, structured lessons
- consistent routines and expectations
- responsive, adaptive teaching

Inclusion is not primarily about interventions, programmes or paperwork. It is about what teachers do, say and notice in lessons.
When teaching is strong, barriers are reduced before they become problems.

INCLUSION THROUGH C.L.E.A.R LESSONS

Clarity creates confidence.

C.L.E.A.R lessons are designed to support inclusion by making learning:

- predictable
- accessible
- challenging
- secure

Each element of C.L.E.A.R supports pupils who may be vulnerable to barriers such as language, attention, confidence, memory or prior/current experience. In inclusive C.L.E.A.R lessons:

- prior learning is activated and revisited explicitly
- new learning is broken into manageable steps
- modelling makes success visible
- guided practice reduces uncertainty
- independent work is genuinely accessible
- reflection secures understanding and confidence

Adaptation happens within the lesson structure, not outside it.

PROTOCOLS: PARTICIPATION IS NOT OPTIONAL

Everyone thinks. Everyone belongs.

Consistent use of protocols is a key inclusion strategy. Protocols ensure that:

- participation does not depend on confidence or hand-raising
- thinking is rehearsed before being shared
- language is strengthened for all pupils
- misconceptions are surfaced early

Protocols particularly support pupils who may:

- lack confidence to volunteer
- need time to process language
- struggle with attention or memory
- benefit from rehearsal and structure

Non-negotiables

- All pupils are expected to participate.
- Support is provided so pupils can succeed.
- Adults insist on thinking, not silence.

ADAPTIVE TEACHING: REMOVING BARRIERS, NOT EXPECTATIONS

Same learning. Thoughtful support.

Adaptive teaching is how we respond to pupils' needs without lowering ambition. Teachers adapt by:

- anticipating barriers in advance
- adjusting scaffolds, not learning goals
- using visuals, models and worked examples
- pre-teaching or revisiting key vocabulary
- chunking instructions and tasks
- providing targeted prompts or feedback

Adaptation is:

- flexible
- responsive
- reviewed regularly

It is not about creating different lessons for different pupils.

SUPPORT THAT BUILDS INDEPENDENCE

Help that helps less over time.

Support in lessons is designed to:

- increase access
- build confidence
- strengthen independence

Adult support should:

- prompt rather than tell
- scaffold rather than rescue
- fade as confidence grows

Non-negotiables

- Adults avoid over-support.
- Pupils are encouraged to think and attempt first.
- Independence is actively taught and valued.

WHAT INCLUSIVE TEACHING LOOKS LIKE IN PRACTICE

High challenge. High support.

You will see:

- ambitious learning intentions for all pupils
- mixed attainment as the norm
- pupils talking, thinking and rehearsing ideas
- scaffolds available but not imposed
- teachers circulating, noticing and adapting
- pupils supported to explain, not just complete

You will not see:

- pupils excluded from core learning
- lowered expectations disguised as support
- over-reliance on adult help
- support replacing teaching

Non-negotiables

These apply in every classroom.

- All pupils access ambitious learning.
- Lessons follow the C.L.E.A.R rhythm where appropriate.
- Protocols are used to secure participation.
- Adaptations are planned and purposeful.
- Support builds independence.
- Class teachers retain responsibility for learning.

Why this matters

Because teaching quality shapes outcomes. When inclusion is embedded in teaching:

- pupils participate more confidently
- language and communication improve
- misconceptions reduce
- independence grows
- progress strengthens over time

Inclusive teaching protects equity, ambition and belonging for every child.

SECTION C: IDENTIFYING BARRIERS & ESCALATING SUPPORT

OUR GRADUATED APPROACH TO INCLUSION

Early. Proportionate. Thoughtful.

At Bexton, we use a single graduated inclusion model to notice, understand and respond to barriers that may affect a child's learning, participation or wellbeing. This graduated approach applies to all barriers to learning and wellbeing, including contextual factors such as disadvantage, EAL, attendance, trauma, confidence and prior or current experience.

Many children will move in and out of support within Stages 1 and 2 without ever requiring SEND Support. Barriers are not assumed to be permanent and support is not tied to labels.

Most children are supported successfully through:

- inclusive, ambitious teaching
- strong routines, relationships and pastoral care
- thoughtful, targeted classroom support

Where barriers persist or increase, support is reviewed and adjusted deliberately and in partnership with families.

STAGE 1: ORDINARILY AVAILABLE INCLUSIVE PROVISION

Strong teaching prevents later difficulty.

All pupils benefit from:

- ambitious, well-sequenced curriculum design
- C.L.E.A.R lesson structure
- consistent use of protocols
- explicit teaching of language and routines
- positive in-class behaviour and pastoral support

This universal provision is the foundation of inclusion and is often sufficient to remove barriers. It is what the DfE and Cheshire East now describe as Ordinarily Available Inclusive Provision (OAIP): the high-quality, adaptive teaching and everyday support that every mainstream school is expected to provide for all pupils, from its own resources.

STAGE 2: NOTICING AND RESPONDING TO BARRIERS (FIRST CONCERNS)

Professional curiosity in action.

When a child is not thriving as expected, adults notice early and respond thoughtfully.

A First Concern is raised when:

- progress stalls or regresses
- participation reduces
- confidence, attention or regulation changes
- language appears to be a barrier
- attendance begins to impact learning
- a child's circumstances change

First Concerns are not labels or diagnoses. They are a way of naming what we are seeing, framing discussions with parents and agreeing what to try next.

First Concerns is Bexton's internal process for noticing and acting on barriers early. It is not a category, a register or a Local Authority level. Cheshire East's updated Toolkit for Inclusion moves directly from Ordinarily Available Inclusive Provision to SEN Support; our Stage 2 is how we evidence a thorough, well-documented response within ordinarily available provision before SEND Support is considered.

First Concerns and targeted classroom support

Same classroom. More precision.

First Concerns lead directly to targeted classroom support. This may include:

- refined adaptations or scaffolds
- additional modelling or rehearsal
- targeted vocabulary support
- pastoral check-ins
- short-term interventions
- closer communication with families

At this stage:

- the class teacher remains the lead professional
- actions are recorded and reviewed
- impact is monitored over time

Support is purposeful, time-limited and flexible.

For many pupils, barriers reduce or resolve through targeted classroom and pastoral support.

SEND Support is considered only when evidence suggests a specific and ongoing special educational need.

STAGE 3: SEND SUPPORT

When barriers are persistent.

In some cases, the process may lead to SEND Support, in line with the SEND Code of Practice (2015). SEND Support is considered when:

- barriers remain despite targeted classroom support
- needs are ongoing or increasing
- learning or access remains significantly affected

At this stage:

- the Cheshire East Toolkit for Inclusion is followed
- Assess - Plan - Do - Review is used clearly and consistently
- pupil and parent voice are central
- targets are crafted carefully to be specific, measurable, achievable, relevant and time-bound (SMART), focusing on the barriers to learning and the outcomes we want to see
- outcomes are specific, functional and reviewable

SEND Support sits within the same graduated model. It is not a separate system, but a deeper level of planning and review.

STAGE 4: SPECIALIST AND STATUTORY SUPPORT

Deliberate, evidence-based escalation.

For a small number of pupils, needs may require:

- external specialist involvement
- EHCP assessment
- specialist provision, including resource provision (the Rainbow Room)

Escalation to this stage is:

- evidence-informed
- collaborative
- rooted in a clear understanding of the child

Specialist support strengthens inclusive practice rather than replacing it.

ROLES AND SHARED RESPONSIBILITY

Inclusion is a team effort.

At every stage:

- teachers retain responsibility for learning
- SENDCos provide guidance, expertise and oversight
- the Pastoral Lead supports emotional wellbeing and family links
- leaders ensure consistency and impact

No child is passed along a system. Support wraps around the child.

Non-negotiables

These principles guide escalation.

- Barriers are identified early.
- First Concerns lead to action, not delay.
- Support is reviewed before escalation.
- Not all vulnerability leads to SEND.
- Decisions are evidence-informed.
- Families are partners in the process.

Why this matters

Because timely support changes outcomes.

When barriers are noticed early and addressed proportionately:

- children remain confident and engaged
- progress is protected
- escalation is appropriate rather than reactive
- families feel listened to and supported

This graduated approach ensures that every child receives the right support at the right time.

HOW THE GRADUATED MODEL IS APPLIED

One model. Different journeys.

The graduated approach set out above provides a consistent framework for identifying and responding to barriers to learning. Within this framework, pupils may experience different journeys depending on the nature, persistence and complexity of their barriers.

The examples below illustrate how the same graduated model supports different types of barriers without rushing to labels or specialist pathways.

For example:

A pupil experiencing disadvantage

- *Stage 1:* inclusive teaching, strong routines and high expectations
- *Stage 2:* targeted classroom and pastoral support, monitoring and review
- *Stage 3:* not required unless evidence suggests an additional special educational need

A pupil learning English as an additional language (EAL)

- *Stage 1:* language-rich teaching, modelling and structured talk
- *Stage 2:* targeted vocabulary, pre-teaching and opportunities for rehearsal
- *Stage 3:* considered only if difficulties persist beyond expected language acquisition

A pupil with a special educational need or disability

- *Stage 1–2:* inclusive teaching and targeted classroom support
- *Stage 3:* SEND Support introduced formally, following the SEND Code of Practice (2015)

These examples illustrate how the same graduated model is applied flexibly and thoughtfully. Professional judgement, evidence and regular review guide decision-making at every stage.

WHAT SUPPORT MAY LOOK LIKE IN PRACTICE

One model. Thoughtful application.

While the examples above show how support progresses through the stages, the examples below illustrate what this support may look like for individual pupils in different contexts.

Example: A pupil new to English

Language barriers are noticed early.

Targeted vocabulary support, visual scaffolds and talk opportunities are introduced within the classroom.

Progress is reviewed over time before any consideration of SEND.

Example: A pupil experiencing disadvantage (e.g. pupil premium or LAC)

Attendance, confidence or engagement is monitored closely.

Pastoral support and classroom adaptations are put in place.

Additional academic support may be provided by dedicated support staff where appropriate.

Support is reviewed before escalation.

Example: A pupil with emerging SEMH needs

Regulation and participation are supported through routines, relationships and targeted strategies.

The Pastoral Lead works alongside class staff.

SEND Support is considered only if needs persist.

These examples show how professional judgement is applied within a consistent framework.

SECTION D: SEND SUPPORT IN PRACTICE

WHEN SEND SUPPORT IS INTRODUCED

Evidence, not assumption.

SEND Support is introduced when a pupil's barriers to learning are:

- persistent, despite targeted classroom support
- better supported through more structured planning and review
- significantly affecting learning, participation or access

SEND Support is not the first response to difficulty. It follows careful observation, targeted support and review. Once SEND Support is introduced, the graduated approach set out in the SEND Code of Practice (2015) is followed consistently, using the Cheshire East Toolkit for Inclusion to support implementation in our local context.

ASSESS - PLAN - DO - REVIEW

A shared cycle, clearly applied.

SEND Support at Bexton is structured through a clear Assess - Plan - Do - Review cycle. This cycle:

- strengthens teaching and provision
- keeps support purposeful and time-bound
- ensures regular review and adjustment
- centres the child and family

It is used consistently across the school.

Assess

Understanding the barrier.

Assessment at this stage focuses on:

- identifying the specific barrier(s) to learning
- understanding strengths as well as needs
- drawing on evidence from:
- classroom practice
- observations and assessments
- pupil voice
- parent/carer views
- specialist advice where appropriate

Assessment is ongoing and informs next steps.

Plan

Clarity of intent.

Planning at SEND Support focuses on outcomes, not activities.

Plans:

- identify what we want to change or improve
- set SMART targets that are:
- specific
- measurable
- achievable
- relevant
- time-bound
- describe the support and adaptations required
- clarify who is responsible and when review will happen

Targets are:

- functional
- meaningful
- linked to classroom learning and independence

Do

High-quality teaching, precisely supported.

The agreed support is put into place through:

- inclusive classroom practice
- targeted adaptations
- short-term interventions where appropriate
- pastoral support where needed

The class teacher remains responsible for the pupil's progress, supported by:

- SENDCos
- teaching assistants
- the Pastoral Lead

Support is implemented consistently and thoughtfully.

Review

Evidence informs next steps.

SEND Support is reviewed regularly to:

- evaluate impact against the agreed outcomes
- consider pupil and parent views
- decide whether:
- targets should continue
- support should be adjusted
- support can be reduced
- further assessment or escalation is required

Review ensures that support remains purposeful and responsive.

ROLES AND RESPONSIBILITIES

Clear leadership. Shared ownership.

Class teachers

- remain accountable for progress and inclusion
- lead day-to-day implementation
- contribute evidence and professional insight

SENDCos

- provide guidance, expertise and oversight
- support staff with planning, targets and review
- ensure consistency across the school
- lead on escalation where appropriate

The two SENDCos work closely together to ensure:

- coherence between mainstream and resource provision
- smooth escalation of need
- shared standards and expectations

Pastoral Lead

- supports emotional wellbeing and SEMH needs
- works closely with families
- contributes to planning and review where relevant

Senior Leaders

- monitor consistency and impact
- ensure SEND Support strengthens teaching quality

WORKING WITH PUPILS AND FAMILIES

Partnership matters.

At SEND Support:

- pupils are supported to share their views
- families are involved early and consistently
- communication is clear, honest and collaborative

Parents are partners in understanding needs and shaping support. This commitment to partnership is exemplified by parents of pupils on SEND Support being offered dedicated, extended meetings, separate from the usual parents' evenings, so that there is sufficient time to discuss progress, provision and next steps in detail.

DOCUMENTATION AND TEMPLATES

Paperwork that supports practice.

SEND Support documentation:

- supports clarity and consistency
- records agreed outcomes and review
- is kept purposeful and manageable
- includes costed provision (time and cost) where a request for an EHC needs assessment is being considered, in line with the Cheshire East Toolkit for Inclusion

Templates and statutory documents are signposted separately to avoid duplication and overload. Templates are stored in the SEND folder on SharePoint/Teams.

Non-negotiables

These apply whenever SEND Support is in place.

- SEND Support follows Assess - Plan - Do - Review.
- Targets are SMART and outcome-focused.
- Class teachers retain responsibility.
- Pupil and parent voice are central.
- Support is reviewed and adjusted regularly.
- Escalation is evidence-informed.

Why this matters

Because precision improves outcomes.

When SEND Support is used well:

- barriers are understood clearly
- teaching adapts effectively
- pupils build confidence and independence
- progress is sustained over time
- families feel informed and supported

SEND Support exists to strengthen inclusion, not replace it.

WHAT MAKES A STRONG SEND SUPPORT TARGET?

Clear. Purposeful. Reviewable.

Strong SEND Support targets focus on what will change for the child, not just what adults will provide.

A strong target:

- addresses a specific barrier to learning, participation or independence
- describes the outcome we want to see, not the activity
- is SMART:
  - *Specific* – clear and unambiguous
  - *Measurable* – progress can be observed or recorded
  - *Achievable* – realistic within the review period
  - *Relevant* – linked to classroom learning and access
  - *Time-bound* – includes a clear review point
- supports independence and confidence, not dependency
- can be reviewed meaningfully using evidence from lessons

Examples

❌ Will receive daily adult support in writing

☑ Will write a simple paragraph independently using a sentence scaffold in class tasks by the end of the half term

❌ Will improve attention in lessons

☑ Will sustain focus on a teacher-directed task for 10 minutes with visual support in 4 out of 5 lessons

Strong targets make progress visible and next steps clear.

Why this matters

Good targets lead to better outcomes.

When targets are precise and outcome-focused:

- teaching adapts more effectively
- pupils understand what success looks like
- progress is easier to track
- reviews are purposeful, not procedural

SEND Support works best when targets sharpen practice rather than add paperwork.

SECTION E: PROVISION, ADAPTATIONS & INTERVENTIONS

OUR APPROACH TO PROVISION

Teaching first. Support layered.

At Bexton, provision is planned to remove barriers to learning while maintaining high ambition. Provision is not a list of programmes or interventions. It is the intentional use of adaptations, strategies and support to enable pupils to access learning, participate fully and build independence.

Most provision happens:

- within the classroom
- through high-quality teaching
- as part of everyday practice

Additional provision is layered thoughtfully where needed, in an evidence-informed, structured, purposeful and proportionate way.

ADAPTATIONS: MEETING NEED WITHIN THE CLASSROOM

Same learning. Thoughtful support.

Adaptations are the first and most powerful form of provision. They may include:

- clear modelling and worked examples
- visuals, prompts and representations
- pre-teaching or revisiting key vocabulary
- chunked instructions and reduced cognitive load
- sentence stems and structured talk
- flexible use of resources or seating
- targeted adult prompts during learning

Adaptations:

- are planned, not reactive
- remove barriers without lowering expectations
- are available to pupils who need them, without stigma
- are reviewed and adjusted regularly

Adaptations support access, confidence and independence.

INTERVENTIONS: TARGETED AND TIME-LIMITED

Used when needed. Reviewed for impact.

Interventions are used when:

- classroom adaptations alone are not sufficient
- a specific barrier has been identified
- there is a clear outcome to work towards

Interventions may take place:

- within lessons
- in short, focused sessions
- individually or in small groups

All interventions are:

- time-limited where possible
- linked to a clear outcome
- delivered consistently
- reviewed regularly

Provision and interventions are selected because they:

- address an identified barrier
- are evidence-informed
- match the age, stage and needs of the pupil
- support independence over time

Provision is not chosen because:

- it is available
- it has always been used
- a label suggests it

Interventions do not replace classroom learning. They exist to strengthen it. Professional judgement and evidence guide decision-making. A full overview of the school's provision, including current interventions, adaptations and support approaches, is set out in the Bexton Provision Offer (Appendix B). This is reviewed regularly to ensure provision remains evidence-informed, effective and responsive to pupil need.

AVOIDING OVER-SUPPORT AND DEPENDENCY

Support that builds independence.

Support is carefully balanced to avoid creating dependency. Adults:

- prompt rather than tell
- scaffold rather than complete
- reduce support as confidence grows

Teaching assistants:

- work under the direction of the class teacher and SENDCos
- support learning, not task completion
- encourage pupils to think and attempt first

Teaching assistants are trained using principles from MITA (Maximising the Impact of Teaching Assistants), ensuring their support strengthens teaching, participation and independence. Staff are also guided by our Teaching Assistant Handbook, which sets out shared expectations for teachers and teaching assistants so that support is used consistently, purposefully and effectively across the school.

We also make deliberate use of the peer effect to strengthen learning and independence. Structured opportunities for pupils to explain thinking, rehearse ideas and give kind, helpful and specific feedback to one another are built into lessons through protocols and collaborative learning. Evidence from the Education Endowment Foundation shows that well-structured peer support approaches, such as peer tutoring, can have a positive impact on progress as well as confidence, communication and metacognition. At Bexton, peer support is encouraged so that pupils learn how to help each other effectively and respectfully: clearly linking to our Trails, Habits and Values. This ensures support is distributed across the classroom community, not concentrated solely in adults.

Independence is explicitly taught, modelled and celebrated.

CLASS PROVISION MAPS AND CONTEXT

Impact, not activity.

Each class maintains a provision map (Appendix C) which shows:

- the adaptations and strategies in place
- targeted support and interventions
- which pupils are accessing support

Provision maps:

- reflect current need
- are reviewed regularly
- support professional dialogue, particularly during pupil progress meetings

Class context information (Appendix D) supports planning by providing a clear snapshot of:

- SEND
- EHCPs
- disadvantage
- LAC / PLAC
- EAL
- pastoral considerations

These tools support understanding of potential barriers or challenges, not labelling.

Provision and interventions are reviewed to consider:

- what has improved
- what has not yet changed
- whether support should:
- continue
- adapt
- reduce
- stop

Evidence may include:

- classroom observations
- pupil work and participation
- assessment information
- pupil and parent voice

Provision that does not have impact is adjusted or discontinued.

Non-negotiables

- Teaching remains central.
- Adaptations come before interventions.
- Interventions are mainly time-limited and outcome-focused.
- Support builds independence.
- Impact is reviewed regularly.
- Provision responds to need, not labels.

Why this matters

Because thoughtful provision protects ambition. When provision is used well:

- barriers reduce
- independence grows
- confidence increases
- learning remains ambitious
- support is purposeful, not excessive

Provision works best when it strengthens teaching and helps pupils succeed in the classroom.

SECTION F: ROLES, RESPONSIBILITIES & ACCOUNTABILITY

OUR SHARED COMMITMENT

Every adult makes a difference.

Inclusion at Bexton is not the responsibility of one person or team. It is a collective commitment shared by all staff, supported by clear leadership, defined roles and strong collaboration.

Roles exist to:

- provide clarity
- ensure consistency
- strengthen support for pupils

They do not replace professional judgement; they enable it.

CLASS TEACHERS

The expert in the room.

Class teachers are the primary leaders of inclusion for the pupils they teach. They:

- know their pupils well
- identify barriers early
- adapt teaching responsively
- implement provision consistently
- monitor progress and participation

All pupils in a class remain the responsibility of the class teacher at all times, including those receiving additional support.

TEACHING ASSISTANTS

Partners in learning.

Teaching assistants strengthen inclusion by supporting access, participation and independence. They:

- work under the direction of the class teacher
- deliver support purposefully and consistently
- promote independence rather than dependency
- provide feedback that informs teaching

Their role is to support learning, not replace teaching.

SENDCos

Leaders of expertise and coherence.

Our SENDCos provide strategic leadership, guidance and oversight to ensure that provision for pupils with SEND is consistent, effective and aligned across the school. Together they:

- support staff in understanding and responding to need
- guide the graduated approach and SEND Support processes
- ensure documentation and review are purposeful
- monitor impact and provision quality
- lead on escalation where appropriate
- deliver training opportunities for staff

Working collaboratively across mainstream and specialist provision ensures a coherent approach and smooth pathways for pupils.

PASTORAL LEAD

Champion for wellbeing and belonging.

The Pastoral Lead strengthens inclusion by supporting pupils' emotional wellbeing, relationships and readiness to learn. She:

- works closely with families
- supports pupils experiencing SEMH barriers
- contributes to planning and review where relevant
- helps remove non-academic barriers to learning

Her work ensures that pastoral support and learning support are closely aligned.

SENIOR LEADERS

Guardians of consistency and ambition.

Senior leaders ensure that inclusion is:

- embedded across the school
- consistently implemented
- evidence-informed
- impactful

They do this by:

- monitoring teaching and provision
- supporting staff development
- reviewing systems and outcomes
- ensuring resources are used effectively
- leading Pupil Progress Meetings that promote supportive and professionally challenging dialogue about pupils' progress, particularly for pupils facing barriers to learning

GOVERNORS

Strategic oversight with purpose.

Governors support inclusion by:

- providing strategic challenge and support
- monitoring provision and outcomes
- ensuring statutory duties are fulfilled
- championing ambition for all pupils

Their role ensures accountability and sustained improvement.

HOW WE WORK TOGETHER

Collaboration strengthens inclusion.

Effective inclusion relies on strong professional relationships. Staff work together through:

- professional dialogue
- shared planning
- review meetings
- coaching and guidance
- collaborative problem-solving

We believe support for pupils is strongest when adults work as a team.

Non-negotiables

- Inclusion is everyone's responsibility.
- Class teachers remain accountable for learning.
- Support is coordinated, not fragmented.
- Decisions are evidence-informed.
- Communication is clear and respectful.
- Pupils and families are partners.

Why this matters

When roles are clear:

- support is consistent
- communication improves
- decisions are timely
- pupils receive the right support sooner

Clear responsibility protects both equity and excellence.

SECTION G: MONITORING, EVALUATION & IMPACT

WHY WE MONITOR

Because intention is not enough.

Monitoring inclusion ensures that:

- provision is effective
- teaching is responsive
- barriers are reduced
- pupils succeed

Monitoring is not about compliance. It is about understanding whether our approach is working and how it can improve. We monitor so that we can:

- notice patterns early
- act quickly
- refine provision
- strengthen teaching

WHAT WE MONITOR

Learning, participation and progress.

We evaluate inclusion through a range of evidence, including:

- pupil progress and attainment
- participation in lessons
- engagement and confidence
- attendance and punctuality
- behaviour and wellbeing
- pupil voice
- parent feedback
- quality of teaching and adaptations
- impact of provision and interventions

No single measure is used in isolation. Leaders consider patterns, trends and context.

HOW WE MONITOR

Evidence from classrooms, not just paperwork.

Monitoring takes place through:

- lesson visits and learning walks
- book looks and work reviews
- professional dialogue with staff
- provision reviews
- pupil conversations
- SEND Support reviews
- Pupil Progress Meetings
- analysis of assessment information

This evidence helps leaders understand:

- what is working well
- where barriers remain
- what needs to change

EVALUATING IMPACT

Impact is seen in pupils' experience.

We evaluate impact by asking:

- Are pupils learning more?
- Are they participating more confidently?
- Are barriers reducing?
- Are pupils becoming more independent?
- Are families feeling supported?
- Are staff confident in meeting need?

Impact is not measured only by data. It is seen in pupils' confidence, belonging and sense of success.

Responsive improvement

Monitoring leads to action. When evidence shows that something is not working well enough, we:

- adapt provision
- refine teaching approaches
- adjust support
- seek additional guidance
- review targets or plans

Provision is not continued simply because it is in place. It is continued because it is effective.

Consistency across the school

Leaders monitor to ensure that:

- expectations are shared
- systems are applied consistently
- pupils receive equitable support across classes

Consistency protects pupils. It ensures that support does not depend on which classroom they are in.

PROFESSIONAL DIALOGUE AND REFLECTION

Improvement is collaborative.

Monitoring is rooted in professional trust and reflection. Leaders and staff engage in dialogue that is:

- supportive
- evidence-informed
- professionally challenging
- focused on solutions

This culture ensures that monitoring strengthens practice rather than creating pressure.

Non-negotiables

- Monitoring focuses on impact, not activity.
- Evidence is considered in context.
- Decisions are informed by multiple sources.
- Support is adjusted in response to evidence.
- Professional dialogue is respectful and purposeful.
- Improvement is continuous.

Why this matters

When monitoring is effective:

- barriers are identified sooner
- teaching improves
- provision becomes more precise
- pupils make stronger progress
- families feel confident in the support provided

Monitoring exists to improve pupils' experiences, not to judge staff.

SECTION H: WORKING WITH FAMILIES & EXTERNAL PARTNERS

WORKING IN PARTNERSHIP WITH FAMILIES

Parents are partners, not visitors.

We believe that families know their children best. Strong relationships with parents and carers help us understand pupils more fully and respond more effectively to their needs.

We place a high value on partnership with families and have designed our inclusion leadership accordingly, with two dedicated SENDCos and a Pastoral Lead who work closely alongside parents, carers and staff to ensure support is joined-up and responsive. We work in partnership with families by:

- communicating openly and honestly
- listening carefully to concerns and insights
- sharing successes as well as challenges
- involving parents in decision-making
- ensuring discussions are clear, respectful and solution-focused

Families are able to access the SENDCos and Pastoral Lead through ongoing communication and planned meetings, ensuring that concerns can be discussed early and support remains joined-up and responsive. We aim to ensure that families feel:

- listened to
- informed
- reassured
- involved

Partnership builds trust, and trust strengthens outcomes.

We communicate with families in ways that are:

- timely
- clear
- jargon-free, where possible
- purposeful

Parents of pupils receiving additional support are kept informed about:

- what we have noticed
- what we are trying
- what is helping
- what we will review next

Parents of pupils on SEND Support are offered dedicated, extended meetings outside of standard parents' evenings, ensuring there is sufficient time to discuss progress, provision and next steps in detail.

We encourage parents and carers, where possible, to take an active role in supporting their child's learning and progress. This may include sharing strategies, resources or guidance so that families can reinforce learning at home in manageable and meaningful ways. We recognise that families' circumstances vary, and not all parents are able to provide the same level of support outside school. Where this is the case, we ensure that pupils are supported effectively within school so that access to learning and progress is never dependent on home circumstances. Our aim is to work alongside families, removing pressure rather than creating it. In this way, support is equitable, realistic and centred on the needs of the child.

WHEN ADDITIONAL SUPPORT IS NEEDED

Acting early and thoughtfully.

Where a pupil may benefit from additional expertise, we work with families to consider whether external support may be helpful.

External involvement is always:

- discussed with parents
- explained clearly
- agreed collaboratively

We ensure families understand:

- why support is being considered
- what it may involve
- what outcomes we are seeking

No referral is made without parental knowledge and involvement unless safeguarding requires otherwise.

WORKING WITH EXTERNAL PROFESSIONALS

Expertise strengthens support.

We work with a range of external services where appropriate, such as:

- educational psychologists
- speech and language therapists
- health professionals
- specialist teachers
- local authority services

External professionals help us:

- deepen understanding of need
- refine provision
- strengthen staff expertise
- ensure support is well matched

External advice informs teaching and provision; it does not replace them.

COORDINATING SUPPORT

Joined-up support helps children succeed.

When multiple professionals are involved, we ensure that support is coordinated and coherent.

This means:

- information is shared appropriately
- recommendations are understood by staff
- provision is aligned
- families receive consistent messages

Our aim is for support to feel joined-up rather than fragmented.

Supporting families as well as pupils

We recognise that when a child experiences barriers, families may also need reassurance, guidance or support.

We therefore:

- signpost families to services where helpful
- offer practical guidance where appropriate
- ensure conversations are respectful and solution-focused
- We want families to feel that they are not facing challenges alone.

Non-negotiables

These principles guide all partnership work.

- Families are treated with respect and honesty.
- Communication is clear and timely.
- Parents are involved in decisions affecting their child.
- External support is coordinated thoughtfully.
- Advice from professionals informs practice.
- The child remains at the centre of every conversation.

Why this matters

Because children succeed best when adults work together. When partnerships are strong:

- families feel confident in the school
- communication is easier and clearer
- support is implemented more effectively
- pupils feel secure and understood

Collaboration strengthens belonging, progress and wellbeing.

SECTION I: IMPLEMENTATION, REVIEW & DEVELOPMENT

HOW THIS HANDBOOK IS USED

Guidance that shapes daily practice.

This handbook sets out our shared understanding of inclusion and the systems that support it. It is intended to guide everyday practice across the school, ensuring consistency, clarity and confidence for staff.

The handbook supports:

- classroom teaching and adaptation
- identification and support processes
- professional dialogue
- decision-making
- leadership monitoring

It sits alongside other key school documents and policies, providing operational clarity without duplication.

PROFESSIONAL LEARNING AND DEVELOPMENT

Practice grows through reflection.

Inclusion is strengthened through ongoing professional learning. Staff develop their expertise through:

- collaborative planning
- coaching and feedback
- Developmental Learning Groups
- staff meetings and training
- professional dialogue
- Trust-wide links and training
- external training where appropriate

Professional development focuses on:

- adaptive teaching
- understanding barriers to learning
- effective provision
- building independence
- strengthening participation and belonging

Learning is continuous and responsive to the needs represented in our school.

REVIEWING THE HANDBOOK

Responsive to evidence and experience.

This handbook is reviewed regularly to ensure it remains:

- accurate
- relevant
- evidence-informed
- aligned with school practice

Review may be informed by:

- staff feedback
- monitoring evidence
- pupil and family voice
- new research or guidance
- changes in statutory expectations

Adjustments are made where needed so that the handbook reflects current practice rather than aspiration alone.

Leadership oversight

Senior leaders and SENDCos ensure that the principles and processes within this handbook are implemented consistently across the school. This includes:

- monitoring practice
- supporting staff
- reviewing systems
- ensuring alignment across provision

Leadership ensures that inclusion remains both ambitious and achievable.

Continuous improvement

Inclusion is not static. As our understanding grows, we continue to refine our approaches so that support remains effective and responsive. We aim to:

- strengthen teaching quality
- improve systems and processes
- increase independence and participation
- reduce barriers more effectively over time

Improvement is driven by evidence, reflection and collaboration.

Shared responsibility

Every member of staff contributes to the success of this handbook through:

- consistent practice
- professional curiosity
- reflective dialogue
- commitment to inclusion

Inclusion succeeds when it is owned collectively.

Why this matters

Because every child's experience matters. When this handbook is implemented well:

- pupils feel understood and supported
- barriers are reduced earlier
- teaching is more responsive
- progress strengthens over time
- families feel confident in the school

Most importantly, children experience a strong sense of belonging and success.

FINAL REFLECTION

One Pathway. Every Child.

This handbook represents our commitment to Inclusion at Bexton being rooted in the belief that every child deserves to experience success, belonging and ambition. We recognise that children arrive with different strengths, experiences and barriers, and it is our responsibility to create the conditions that enable them to thrive.

Through high-quality teaching, thoughtful support and strong relationships, we aim to ensure that:

- barriers to learning are identified early and addressed effectively
- pupils participate confidently and feel valued within their community
- independence and resilience grow over time
- ambition remains high for every child
- families feel supported and involved
- staff feel confident and empowered to meet need

Inclusion is not a separate system or initiative. It is how we teach, how we respond and how we work together. It is visible in classrooms, conversations and relationships across the school.

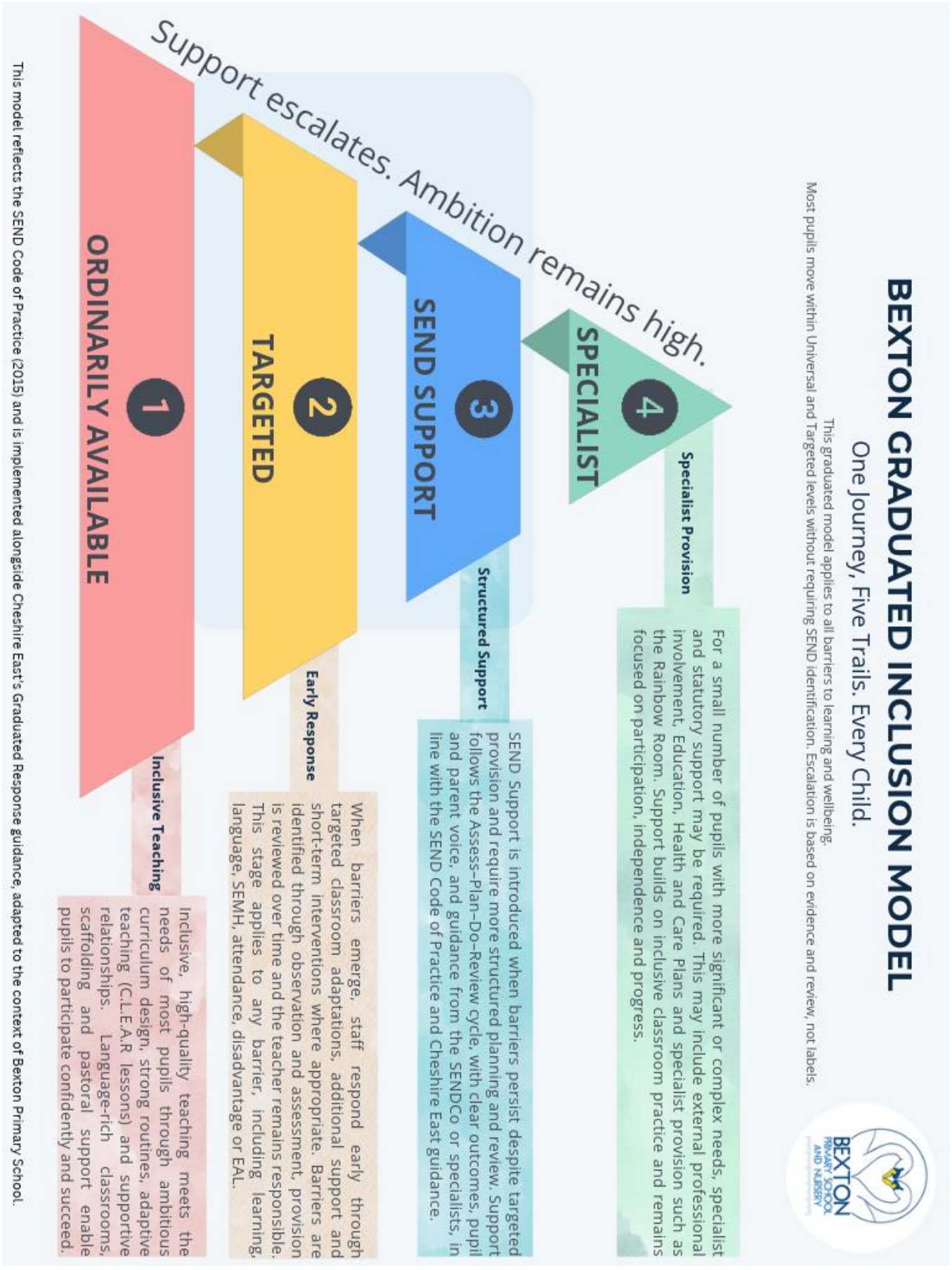
As our school continues to grow and develop, we remain committed to refining our practice so that every pupil experiences learning that is ambitious, supportive and meaningful.

Ultimately, this handbook exists to support the most important outcome of all:

That every child leaves Bexton with confidence in themselves, pride in their achievements and the belief that they belong.

APPENDICES

APPENDIX A – BEXTON GRADUATED INCLUSION MODEL



APPENDIX B – PROVISION OFFER

BEXTON PRIMARY SCHOOL

Provision Offer

Example provision used across the school to support access, progress and inclusion

This appendix sets out examples of the provision used across Bexton to support pupils with SEND, those causing first concerns and those with other barriers to learning. It is not an exhaustive list and not every item will be running in every class at any one time.

What is in place for a particular cohort is recorded on that class's Provision Map and reviewed each half-term. Most of the provision listed here sits within the Targeted or SEND Support stages of the Bexton Graduated Inclusion Model: pupils move in and out of it as needs change, and it sits alongside, not instead of, high-quality teaching in the classroom.

UNIVERSAL ACCESS ARRANGEMENTS

Provision	What it involves	What it's for	Typical phase(s)
Coloured overlays	A tinted acetate sheet placed over a page of text.	Reduces visual stress and glare for pupils with dyslexia or visual processing difficulties.	Whole school
Coloured paper	Worksheets and texts photocopied onto cream, pale blue or other tinted paper instead of white.	Reduces visual stress and improves comfort when reading.	Whole school
Coloured exercise books	Individual pupils provided with a book with tinted pages.	Reduces visual stress and supports engagement with written work.	Whole school
Additional time	Extra time given to complete a task, activity or assessment.	Allows processing time for pupils with SEND, EAL or slower writing speed – must be agreed with SENDCos and SLT.	Whole school
Scribe	An adult writes down a pupil's response on their behalf.	Removes the barrier of writing so a pupil's understanding can be assessed accurately.	Whole school
Reader	An adult reads questions or text aloud to a pupil.	Supports pupils whose reading would otherwise prevent them accessing the task.	Whole school
Rest breaks	Short, planned or as-needed breaks from a task or activity.	Supports attention, regulation and processing for pupils who tire quickly or need to move.	Whole school
Visual timetables / now-and-next boards	A visual sequence showing the order of activities in a session or day.	Reduces anxiety, supports transitions and builds independence.	EYFS, KS1 (used flexibly elsewhere)
Writing slopes, pencil grips and wedge cushions	Equipment to support posture, pencil grip or seated regulation.	Supports fine motor control, handwriting and sensory regulation.	Whole school

COGNITION & LEARNING (C&L)

Provision	What it involves	What it's for	Typical phase(s)
Phonics intervention	Small group or 1:1 teaching of phonic sounds, blending and segmenting, matched to assessment.	Closes gaps in early reading and spelling.	EYFS, KS1, LKS2
One-to-one reading	Individual reading practice with an adult, focused on decoding and fluency.	Builds reading accuracy, fluency and confidence.	Whole school
Group reading	Small group reading sessions.	Develops fluency and comprehension through shared practice.	Whole school

IDL Literacy	A structured, multi-sensory online programme for reading and spelling.	Supports pupils with dyslexia-type difficulties to build literacy skills.	KS1–UKS2
Precision teaching	Short, focused daily sessions targeting specific words, sounds or facts with rapid feedback.	Builds fluency and automatic recall through repetition.	KS1–UKS2
Spelling	Spelling practice matched to a pupil's target spelling list from Ready Steady Spell.	Reinforces spelling patterns through independent practice.	KS1–UKS2
DIBELS	An assessment-led reading fluency programme with regular progress monitoring.	Tracks reading fluency and comprehension and informs next steps.	LKS2, UKS2
60-second comprehension	Short, timed daily comprehension tasks.	Builds reading comprehension through regular, low-stakes practice.	LKS2
White Rose 1-Minute Maths	Short daily number fluency tasks linked to the White Rose scheme.	Builds recall and fluency of number facts.	KS1, LKS2
Times tables and number bonds practice	Regular short sessions practising times tables and number bonds.	Builds the maths fluency needed to access wider curriculum content.	LKS2, UKS2
Fine motor and handwriting groups	Small group or 1:1 sessions on pencil grip, letter formation and handwriting practice.	Improves writing legibility, fluency and stamina.	EYFS–LKS2

COMMUNICATION & INTERACTION (C&I)

Provision	What it involves	What it's for	Typical phase(s)
Attention Autism	Structured, visually engaging group sessions ('the Bucket') with a clear routine.	Builds attention, anticipation and shared focus.	EYFS
Colourful Semantics	A colour-coded visual approach to building sentence structure.	Develops grammar and sentence construction for pupils with language difficulties.	EYFS, KS1
Blank's Levels of Questioning	Questioning matched to a pupil's level of language development, moving from concrete to abstract.	Develops understanding and use of language at the right level of challenge.	EYFS
Squiggle Whilst You Wiggle	A movement-based mark-making activity combining gross motor movement with early writing patterns.	Supports gross motor development, attention and writing readiness.	EYFS
Speech and language follow-up	Daily practice of speech sounds or language targets set by a speech and language therapist.	Embeds therapy targets into everyday practice.	Whole school, where SALT involved
Word banks, sentence scaffolds and oral rehearsal	Vocabulary support and talk before writing.	Reduces the language barrier to written tasks.	LKS2, UKS2

PHYSICAL & SENSORY (P&S)

Provision	What it involves	What it's for	Typical phase(s)
Sensory circuits	A short sequence of alerting, organising and calming activities.	Supports regulation so pupils are ready to learn.	EYFS, KS1
Dough Disco	A music-led hand-strengthening activity using dough.	Builds fine motor strength for pencil control.	EYFS
Occupational therapy programmes	Individual exercise programmes set by an OT and delivered in school.	Targets specific fine and gross motor goals identified by a therapist.	Whole school, where referral in place

Movement and brain breaks	Short, planned movement activities built into the day.	Supports regulation, attention and processing.	Whole school
Coloured overlays, paper and dyslexia-friendly resources	See Universal Access Arrangements.	Reduces visual stress.	Whole school
Scribing	See Universal Access Arrangements.	Removes the physical barrier of writing.	Whole school

SOCIAL, EMOTIONAL & MENTAL HEALTH (SEMH)

Provision	What it involves	What it's for	Typical phase(s)
ELSA support	1:1 sessions with a trained Emotional Literacy Support Assistant, often using structured programmes such as ASAP.	Builds emotional vocabulary, self-regulation and coping strategies.	Whole school
Pastoral check-ins / nurture time	Regular 1:1 or small group time with a trusted adult or Pastoral Care Lead.	Builds relationships, supports wellbeing and addresses specific worries.	Whole school
Reward and motivation systems	Individualised systems such as visual reward charts or now/next boards.	Increases engagement and supports positive behaviour.	Whole school
Movement and brain breaks	See Physical & Sensory.	Supports regulation and readiness to learn.	Whole school
Bespoke or adapted timetables	An individually adjusted timetable, usually time-limited and reviewed regularly.	Supports re-engagement and reduces anxiety while building capacity gradually.	Used flexibly where needed

Linking to the Graduated Inclusion Model: provision listed here is most often introduced at the Targeted stage as an early response or at SEND Support where it forms part of a structured plan reviewed with families. Specialist provision (tier 4), including Rainbow Room placements and EHC Plan provision, is set out separately for each individual pupil.

APPENDIX C – CLASS PROVISION MAP TEMPLATE

BEXTON PRIMARY SCHOOL | Class Provision Map

Additional and targeted provision only — not Quality First Teaching. Review each term. *One Pathway. Every Child.*

Year Group	Teacher(s)	Term	Total SEND on roll	Pupil Premium	Date Completed

TARGETED & ADDITIONAL PROVISION - ADDITIONAL TO QUALITY FIRST TEACHING

Provision / Intervention	Type (Group / Individual)	Delivered by (Teacher / TA / External)	Pupils Accessing (initials)	Frequency & Duration	Target / Intended Outcome	Start Date	Review Date	Impact (R/A/G)
Type key: Group = small group intervention Individual = 1:1 targeted support *This map records provision additional to and different from Quality First Teaching only.*								

Impact RAG: G = Making expected progress A = Some progress, needs review R = Limited progress, action needed

APPENDIX D – CLASS CONTEXT OVERVIEW TEMPLATE

BEXTON PRIMARY SCHOOL | Class Context Overview
SEND, Disadvantaged & Lower 20% Readers *One Pathway. Every Child.*

COHORT OVERVIEW	
Year Group	
Teacher(s)	
Total Pupils	
Girls	
Boys	
Identified SEND (Support/EHCP)	
EHCPs	
Pupil Premium / Disadvantaged	
EAL	
Vulnerable Groups (specify)	

BROAD AREAS OF NEED IN COHORT			
Cognition & Learning (C&L)	Communication & Interaction (C&I)	Physical & Sensory (P&S)	Social, Emotional & Mental Health (SEMH)

Key strengths / protective factors in this cohort:

SEND, DISADVANTAGED & VULNERABLE LEARNERS - INDIVIDUAL DETAIL

Child's Name	Attendance	Area of Need	SEND Status (EHCP / Support / First Concern)	External Agency Involvement	In-School Provision	Additional Notes

Bexton Primary School | Class Context Overview — SEND, Disadvantaged & Lower 20%

LOWEST 20% READERS	
Child's Name	Child's Name

BEXTON GRADUATED INCLUSION MODEL (SEE DETAILED PYRAMID IN THE INCLUSION HANDBOOK)	
1 UNIVERSAL	**Inclusive, high-quality teaching for all** • C.L.E.A.R lesson design, strong routines, adaptive scaffolding • Language-rich classrooms and participation protocols • Strong pastoral relationships; pupils participate confidently
2 TARGETED	**Early response when barriers emerge** • Classroom adaptations, additional adult support, targeted strategies • Teacher monitors closely; reviewed regularly • Applies to any barrier: SEMH, attendance, EAL, disadvantage or learning need
3 SEND SUPPORT	**Structured support when barriers persist despite targeted provision** • EHCP or SEND Support Plan; Assess–Plan–Do–Review cycle • More structured planning; SENCo or specialist guidance • Families are partners; parent voice integral to planning
4 SPECIALIST	**Specialist and statutory provision for significant or complex need** • EHC Plans, specialist services (e.g. SALT, EP, OT, CAMHS) • Rainbow Room and specialist provision as appropriate • Focused on participation, independence and progress
	Support escalates. Ambition remains high.

Area of Need: C&L Cognition & Learning C&I Communication & Interaction P&S Physical & Sensory SEMH Social, Emotional & Mental Health | *Inclusion is everyone's responsibility.*
Barriers to learning are not fixed. High ambition. Thoughtful adaptation. Shared responsibility.

APPENDIX E – INDIVIDUAL PUPIL PASSPORT – ONE PAGE PROFILE

BEXTON PRIMARY SCHOOL

Pupil Passport | One Page Profile

One Pathway. Every Child.

NAME	YEAR GROUP	DATE OF BIRTH
CLASS TEACHER	**SEND STATUS**	**PRIMARY AREA OF NEED**

What others like and admire about me	HOW BEST TO SUPPORT ME	Things I find tricky
	Adaptations needed in class:	
What makes me happy	**Resources and environment:**	**Assessment Snapshot**
		Reading (NTS)
		Reading Age
		Maths (NTS)
		MTC/Phonics etc
		SPaG (NTS)
		Writing (TA)
What is important to me		Date assessed
		Home context

Passport created by	Date created	Review date	Pupil involved in creation?
			Yes / No / Partly