

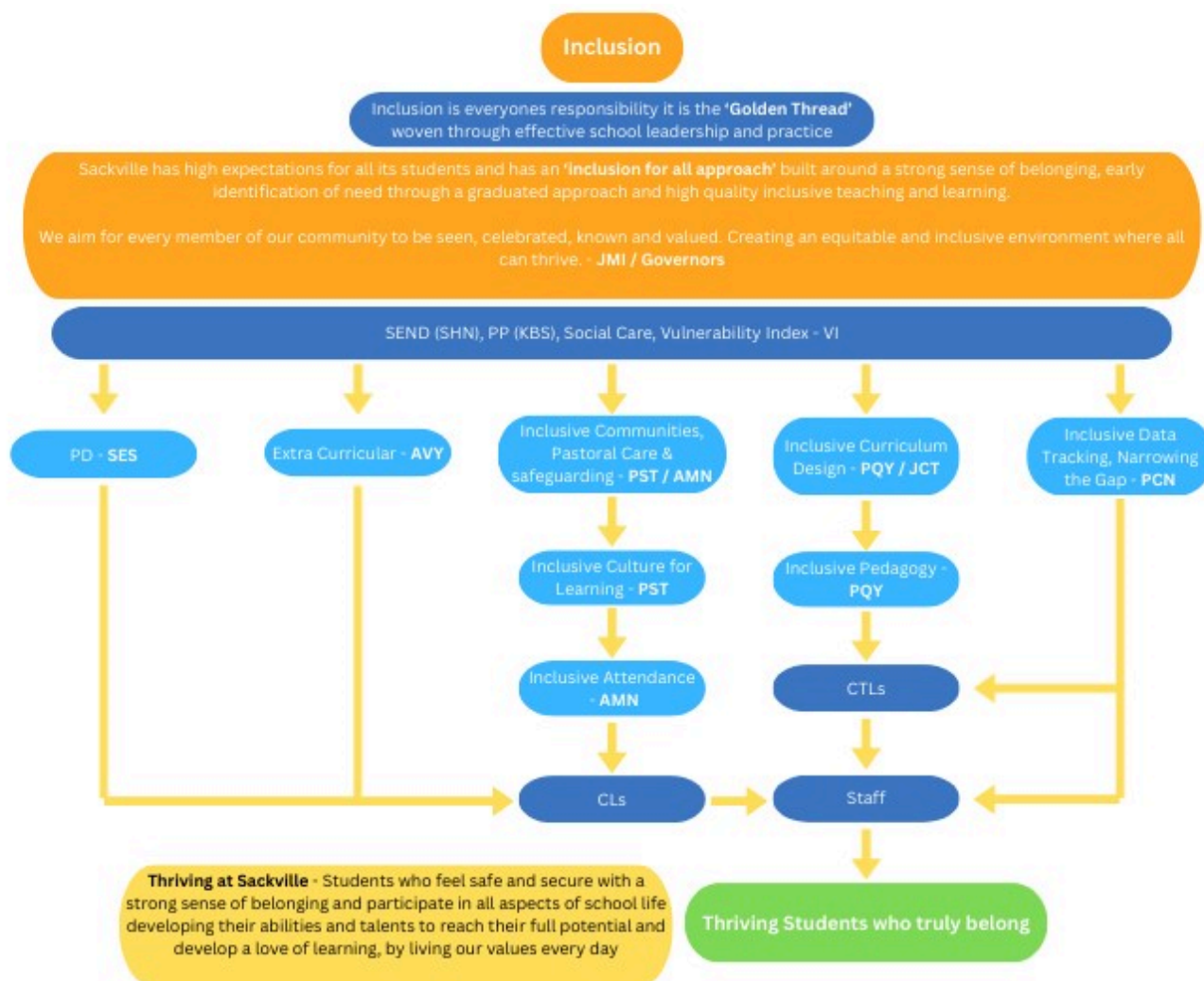
Sackville School Inclusion Strategy



Vision for Inclusion:

Sackville has high expectations for all its students and has an 'inclusion for all approach' built around a strong sense of belonging, early identification of need through a graduated approach and high quality inclusive teaching and learning.

We aim for every member of our community to be seen, celebrated, known and valued. Creating an equitable and inclusive environment where all can thrive.



Identification of Need and Graduated Response:

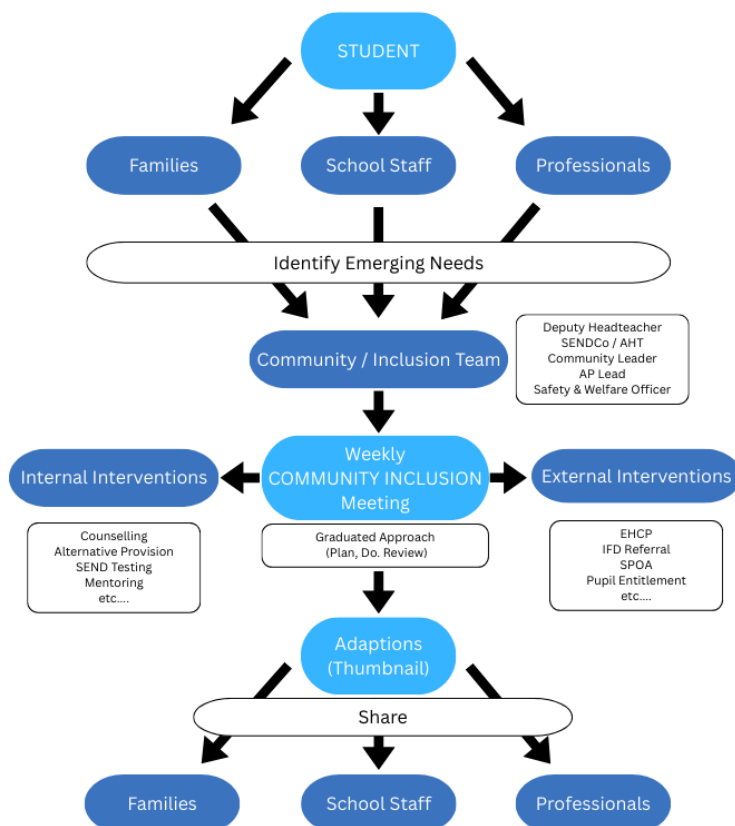
Students' emerging needs are identified quickly and accurately by staff and shared with Community and Inclusion teams.

A vulnerability assessment is carried out for all students (see below) as part of our Year 6 into 7 process to identify emerging needs from day one.

Risk Factor	Score 1	Score 2	Score 3
SEND Status		SEND, Targeted and targeted plus (K)	EHCP, Diagnosis of ASD, Diagnosis of ADD/ADHD (E)
Pupil Premium	PP	Ever 6, Service Children	FSM
Social Care Involvement (Current or Previous) / Safeguarding	Early help / Low risk	CiN / Medium Risk	CP or CLA / High Risk
Culture for Learning	Anti-social behaviour - resulting in regular sanctions - High number of behaviour points	Regular time in the RR and one or more suspensions	APR involvement and intervention
Young Carer		Yes	
EAL		Yes	
Refugee			Yes
Attendance	Below 93%	Below 90%	Below 80%

This is routinely updated on Bromcom and mapped against key performance indicators (Attainment, progress, attendance, rewards / behaviour points), see below, allowing us to monitor the progress of all our students and provide additional interventions for key groups.

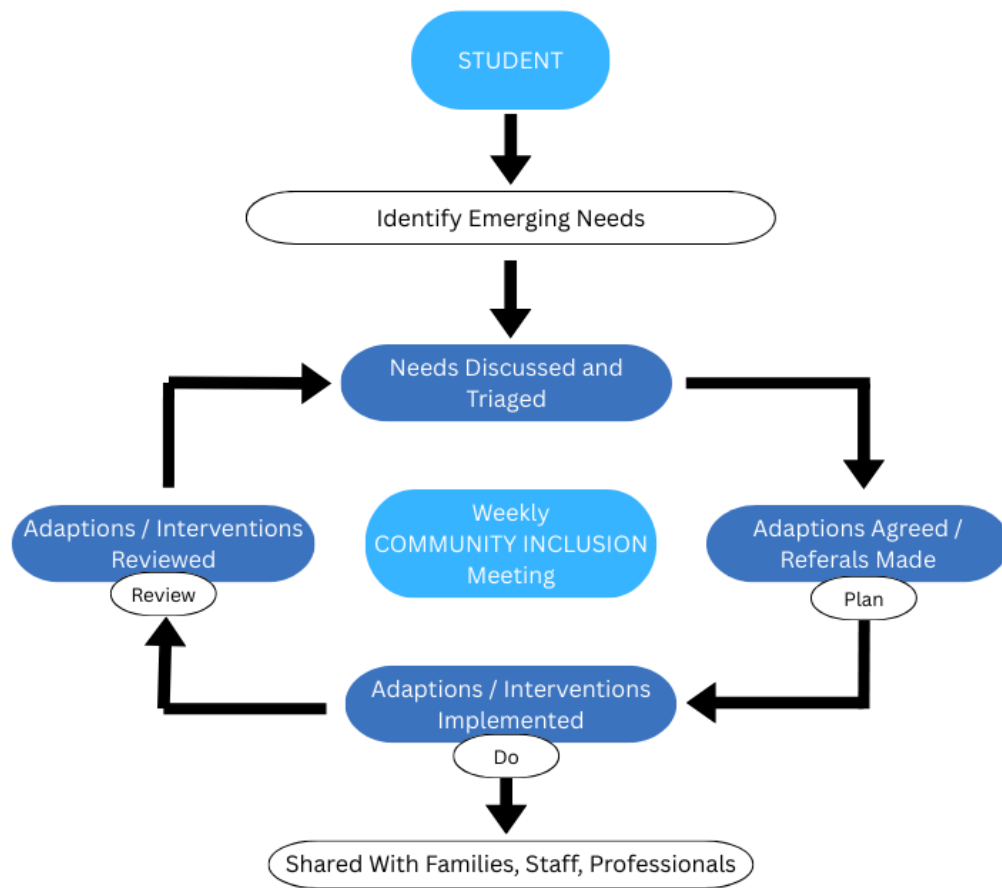
Students' needs are then discussed, assessed and interventions actioned at weekly Community Inclusion Meetings using a graduated approach. These operate on a five week (half termly) cycle. Weeks 1-4 are thirty minute action meetings followed by a one hour review meeting week 5.



Weekly Community Inclusion Meetings attended by:

- | | |
|---|-------------------------|
| ☐ Deputy Headteacher - Student Provision | PST |
| ☐ Assistant Headteacher / SENDCo | SHN |
| ☐ Alternative Provision Lead | MAL |
| ☐ Safety and Welfare Officer | ASR |
| ☐ Community Leader (Att, Ang, Hol, Tur, You) | SES, PTR, JBR, GSS, EME |
| ☐ Guest specialists | |

Individual students' emerging needs are discussed, triaged, reviewed and recorded on Provision Map. Referrals are then made for a variety of internal and external interventions and student support plans are put in place to address the students' needs. These are also recorded on Provision Map and shared with staff through Classcharts.



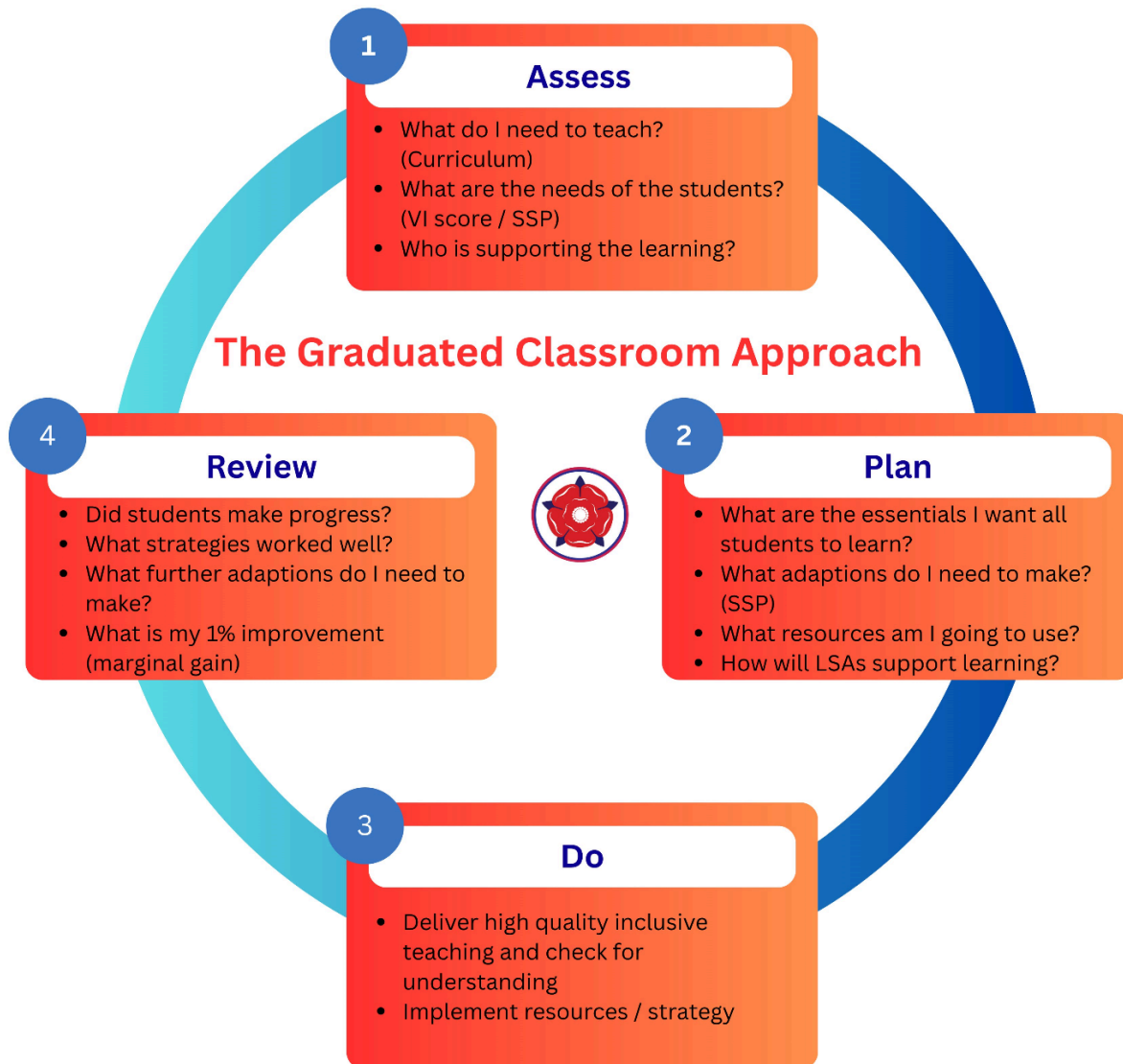
Plans are shared and discussed with staff, families and professionals via student support plans, see below.

Sackville School Student Support Plan			
	Name	Year	
	VI Score	VI Identifier (PP/SEN/CLA)	
	Date		
			
Key areas of need / Diagnosis / External professional involvement			
Barriers to Education			
Adaptations required (Academic / Pastoral)			
Additional information:			
What I would like staff to know about me...			
What I find difficult about school...		How staff can help me...	
Families Feedback:			
Review:			

Sackville School Student Support Plan				
	Name	Joe Bloggs	Year	10
	VI Score	12	VI Identifier (PP/SEN/CLA)	SEN
	Date	05/03/26		
				
Key areas of need / Diagnosis / External professional involvement		- Dyslexia and Low levels of literacy - Young carer		
Barriers to Education		- Accessing written academic work which he finds very challenging - Limited time to study at home and complete home learning		
Adaptations required (Academic / Pastoral)		Scaffolding for written activities Access to a chromebook to help support his literacy Adaptations around timings / deadline for homework		

The Graduated Classroom Approach

Each student support plan clearly outlines the bespoke adaption required for that student to meet our high expectations and educationally thrive. Teaching staff are expected to record adaptations onto their seating plans and for these to be implemented where appropriate every lesson in line with our graduated classroom approach.



Our "Everyday Inclusive" expectations define what high-quality inclusive teaching looks like at Sackville (e.g., scaffolding, clear modeling, and sensory-aware classrooms). See teaching and learning handbook [pdf Teaching and Learning Handbook 25.pdf](#) . Inclusion at Sackville is not about 'bolt-on' interventions but ensuring that all students can reach their potential in the classroom with the required adaptations.

Ten practical inclusive strategies:

Technique	What	Why	When	How
Presentation Adaptations (Font, Color, Layout)	All presentations have a minimum font size of 14 points. Use pastel color backgrounds with a simple layout and visual aids. Arial or Comic Sans font should be used.	Larger font sizes and pastel backgrounds improve readability for students with visual processing difficulties or dyslexia. Simple layouts and visual aids reduce cognitive overload and enhance comprehension. Arial and Comic Sans are often preferred for their clarity and ease of reading, especially for dyslexic learners.	These adaptations should be applied to all presentations, handouts, and written materials used in the classroom.	Ensure all presentations are created using the specified font size, color scheme, and layout. Provide printed materials in the adapted format. Check that any external resources used also adhere to these guidelines.
Meeting Physical Needs	This includes seating students with visual or hearing impairments close to the board. Consider seating students away from distractions. Sensory issues are considered, and appropriate sensory aids (e.g., fiddle toys) are provided where appropriate.	Meeting physical needs creates a comfortable and supportive learning environment, allowing students to focus on the lesson and access information effectively.	These adaptations should be in place for all lessons and learning activities.	Consult with the SENDCo and parents/carers to identify specific physical needs. Arrange seating accordingly. Provide access to sensory aids as needed. Communicate with staff about individual student needs.
Providing Processing Time	Provide all students with sufficient processing time to understand information and	Students with SEND often require more time to process information. Providing sufficient processing	Provide processing time during all learning activities, including explanations,	Use strategies such as "wait time" after asking a question. Break down complex tasks into

Technique	What	Why	When	How
	formulate responses.	time reduces cognitive overload and allows them to engage more fully with the learning material.	discussions, and assessments.	smaller steps. Provide opportunities for students to discuss their thinking with a partner before responding.
Scaffolding Extended Writing:	Provide scaffolding for all extended writing tasks, including sentence starters and writing frames.	Scaffolding provides structure and support for extended writing, making the task less daunting and more manageable for students with SEND.	Use scaffolding for all extended writing activities across all subjects.	Provide sentence starters, writing frames, graphic organisers, and model examples of effective writing. Adjust the level of scaffolding based on individual student needs.
Regularly Checking Understanding:	Explicitly and regularly check the understanding of students with SEND within the learning environment.	Regular checks for understanding allow teachers to identify misconceptions early and provide targeted support to students with SEND.	Check understanding frequently throughout the lesson, using a variety of strategies.	Use techniques such as Cold Calling, Show me boards, and targeted questioning. Check in with students individually to ensure they are following the lesson.
Displaying and Writing Down Keywords:	Two keywords are displayed on the board and written down by students.	Displaying and writing down keywords reinforces learning and supports vocabulary development, which can be an area of challenge for students with SEND.	Display and discuss keywords at the beginning of each lesson and encourage students to record them in their notebooks.	Choose key vocabulary words relevant to the lesson content. Display them clearly on the board. Ensure students have time to write them down.
Targeted Questioning (No Hands Up)	Use targeted questioning, avoiding a "hands up" approach, to ensure that all students, including those with SEND, are actively engaged and	Targeted questioning allows teachers to check the understanding of all students, not just those who are confident to volunteer. It provides a less pressured	Use targeted questioning throughout the lesson.	Use techniques such as Cold Calling or randomly selecting students to answer questions. Provide appropriate scaffolding and support as needed.

Technique	What	Why	When	How
	accountable for their learning.	environment for students with SEND to respond.		
Consistency of Expectations:	Maintain consistency of expectations, especially regarding routines, work in books, and culture for learning.	Consistency provides a predictable and structured learning environment, which is particularly important for students with SEND.	Apply consistent expectations in all aspects of the school day.	Establish clear routines and procedures. Communicate expectations clearly and consistently. Provide visual support or reminders as needed.
Clear Instructions (Manageable Chunks)	Provide clear instructions broken down into manageable chunks.	Breaking down instructions into smaller steps reduces cognitive overload and makes tasks less daunting for students with SEND.	Use this strategy when giving instructions for any task or activity.	Break down complex instructions into smaller, more manageable steps. Use visual aids or demonstrations to support verbal instructions. Check for understanding after each step.
"Now or Next Step" Instructions	Give "Now or Next Step" instructions regularly, either on a mini whiteboard or written on the board.	"Now or Next Step" instructions provide clear guidance and help students stay focused and on task. They are especially helpful for students who struggle with executive functioning or working memory.	Use this strategy throughout the lesson, particularly during independent work time.	Write clear and concise instructions on the mini whiteboard or the board, indicating what students should be working on "now" and what the "next step" will be.

Related Policies:

Send Policy

Pupil Premium Strategy