



Academic Year 2026 -2027

Whitehills Primary School

Inclusive Provision Toolkit





Contents Page

Contents page	
The Foundations of Inclusive Practice	page 3
The Graduated Approach	page 4
Guidance on the Graduated Approach	pages 5-6
West Northamptonshire SEND Ranges	page 7
Whitehills Primary School: Inclusive Provision Toolkit Introduction	page 8
WPS Inclusive Provision Toolkit: Teaching and Learning through a strong inclusive curriculum	pages 9-12
WPS Inclusive Provision Toolkit: The Learning Environment (physical, sensory, communication and virtual)	pages 12-14
WPS Inclusive Provision Toolkit: Equipment and Resources	pages 14-15
WPS Inclusive Provision Toolkit: Assessment	pages 15-16
WPS Inclusive Provision Toolkit: Transition	pages 16-18



The Foundations of Inclusive Practice

At Whitehills Primary School, we apply to the principles underpinning the SEND Code of Practice (2015) and have regard to the Equality Act 2010 throughout every pupil's learning journey.

These include:

- Listening to and taking account of the views, wishes and feelings of the pupils and of their parents/carers.
- Planning that is centred on the pupil's individual learning goals, considering strategies to support their development.
- Arrangements in place to regularly assess the environment, teaching and the curriculum, and access to information to ensure it is as accessible as it can be (in line with School Accessibility Plan and equality duties).
- The pupil's progress is clearly recorded and used to inform planning and next steps.
- Providing a curriculum that is adapted appropriately to take account of cohort needs in a mainstream setting.
- Identification of specialist services to support the pupil's development and learning.
- The pupil and their parents/carers participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions.
- Supporting the pupils and their parents/carers in order to facilitate their development and to help them achieve the best possible educational and other outcomes, preparing them effectively for the next stage in their lives. (SEND Code of Practice 2015) Under the Equality Act 2010 as a school we must make reasonable adjustments, including the provision of auxiliary aids and services for pupils with disabilities, to prevent them being put at a substantial disadvantage.

The Graduated Approach

The graduated approach starts at a whole school level through the universal provision of high quality adaptive teaching that ensures inclusive teaching for all pupils.

Where a potential special educational need has been identified, this cyclical process becomes increasingly targeted and personalised.

The four stages of action are described as **Assess, Plan, Do and Review (APDR)**

The APDR cycle helps to do the following:

- Monitor and track in more detail the progress of the pupil.
- Give a growing understanding of needs.
- Identify barriers to learning and adjust the curriculum and provision accordingly.
- Gather information in a cyclical approach to assess need, plan and provide support and review and evaluate that support so it can be adjusted accordingly.
- Ensure new approaches and plans are put into place with external help and advice where necessary.
- Secure good progress and outcomes.

Guidance on the Graduated Approach

Assess

- Gather information about the pupil's current skills and level of attainment, and other relevant data to gain a holistic picture of need.
- Use in-school assessment tools such as observations, discussions with key staff, screening and/or diagnostic tools to identify and assess needs.
- Include any relevant assessments carried out by external agencies (e.g., Educational Psychologists, Speech and Language Therapists and Occupational Therapists)
- Gather pupil and parent/carers views.

Plan

- Planning takes place with parents/carers, the SENDCO, relevant school staff and any specialist services involved, to agree what needs to happen.
- The individualised plan reflects priority needs, specifies outcomes and is clear about how progress will be measured and reviewed and, where possible, is shared with the pupil.
- Interventions and targeted support are outlined, including the advice of specialist professionals and the SENDCo.
- A time limit is agreed for interventions and a clear date set for review.



Do

- The plan is implemented as agreed, and parents/carers are kept informed using a range of approaches.
- The SENDCO, teachers and support staff continue to work collaboratively to ensure support is in place and progress is being made towards outcomes.
- Continue to observe and record evidence of support and progress as part of daily APDR.
- Special interests, strengths and favourite activities are utilised to motivate and engage every pupil.

Review

- A review meeting takes place involving parents/carers, the SENCo, relevant school staff and any specialist services that may be involved.

The review includes the pupil's views;

- What's working?
- What's not working?
- Have outcomes been achieved?
- What needs to change?
- What will we do next?

Important Points to Note when Using the Graduated Approach

- Needs-led, not label-led. Decisions are based on current evidence of need, not diagnosis alone.
- Graduated and responsive. Support is adjusted through Assess – Plan – Do – Review, ensuring timely changes.
- Blended provision. Strategies from IPT/The SEND Ranges can operate simultaneously, rather than replacing each other.
- Temporary or sustained. Some pupils may need short term enhanced support, while others need longer term provision.

West Northamptonshire SEND Ranges

West Northamptonshire's Council's "SEND Ranges" guidance contains what is available for more complex needs, bridging the gap between universal provision and specialist help within a graduated support system (Assess, Plan, Do, Review).

<https://www.westnorthants.gov.uk/directory/local-offer/f54062f2-62a9-49d1-bcf8-3d267836e45d>

The SEND Ranges have been developed and updated with our multi-agency partners.

The Inclusive Provision Toolkit and The SEND Ranges provide dynamic, responsive and fluid support for 0-25.

The SEND Ranges are not linear steps or fixed categories. They are designed to flex in line with a pupil's changing needs over time.

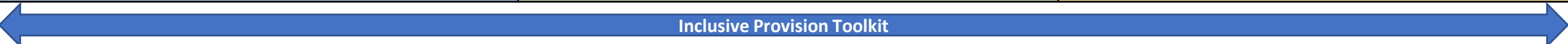
Inclusive Provision Toolkit (IPT) is an integral part of our high-quality adaptive teaching. It refers to the consistent strategies, approaches, and interventions that we have in place to support the development, learning and wellbeing of every child.

At Whitehills Primary, our IPT ensures that we deliver inclusive and responsive teaching which is embedded in our day-to-day practice and that children with emerging or identified special educational needs and/or disabilities (SEND) are supported effectively from the earliest stage.

These approaches do not require a formal diagnosis or additional funding, they are part of what should be ordinarily available to all children as a matter of good practice.

By embedding IPT within our high-quality teaching, we can ensure that all children, including those with SEND, have access to an inclusive environment that recognises their unique strengths and responds to their individual needs.

IPT forms the foundation of our Graduated Approach, which supports all teachers and staff to observe, assess, plan and review how well the individual needs of all of our children are being met.

SEND Ranges: Ranges 1 and 2		SEND Ranges: Range 3	SEND Ranges: Ranges 4 and above
			
Whole Class Adaptive Teaching		Targeted Support and Intervention	Specialist support
Pupils' needs will be identified and met as early as possible. Early identification is made through: - liaison with feeder nurseries - transfer information and records from previous schools, - the sharing of information from outside agencies and professionals - classroom based assessment and monitoring arrangements - the analysis of data - following-up parental concern		All vulnerable learners will be included on a detailed whole school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to: - plan strategically to meet pupils' identified needs - audit how well provision matches need - cost provision effectively - demonstrates to all staff how support is deployed - Inform parents, West Northamptonshire Local Authority, external agencies about resource deployment - If pupils meet the Range 3 criteria in one or more of the four areas of need, pupils will be placed on the SEN register and parents will be informed.	External agencies and professionals Where pupils have had access to well scaffolded SEN support but have failed to make progress or their learning need has become such, that additional resources are required, they will have targeted support from an outside agency or professional. SEND Targeted Funding A small number of pupils may require additional Targeted SEND Funding, for which an application needs to be made to the local authority, to ensure their underlying special educational need is being addressed. Education Health and Care plans Pupils with an Education Health and Care plan will have access to specialist support.

Teaching and Learning through a strong inclusive curriculum	
Our Expectations for Inclusive Provision Toolkit	Possible Strategies
High quality teaching is in place and has been observed and supported by the SENCo and school leaders. All pupils' access a broad and balanced curriculum. The RSHE/PSHE curriculum has a focus on developing well-being and resilience and an understanding of others.	Strong, positive relationships are established between staff and students, taking time to talk to them and listen to them, knowing their strengths and building on them and identifying what they need in the moment. Language use promotes positive relationships and demonstrates unconditional positive regard for the pupil e.g. Relational Approaches. Teachers have high expectations for all students regardless of their needs and use appropriate assessment to set ambitious targets. Tasks are broken down into small manageable steps. These steps are shown explicitly. Strategies to improve motivation, attention and engagement are embedded into learning activities (e.g., tasks linked to pupils' interests and aspirations, targeted questioning to maintain focus). Lessons have clear and achievable objectives (understood by pupils/ referred to by staff). Structured teaching through explicit modelling supported by clear concise instructions with relevant written or visual prompts is used in whole or small group teaching. The curriculum is sequenced to build on what children already know, can do and understand. Teaching enables individual and small group work and includes opportunities for mixed ability grouping, flexible group sizes and structured opportunities for discussion. Teachers make use of concrete resources along with other visual and other multi-sensory approaches to support learning. Intervention activities are planned to ensure minimum disruption to the child's inclusion and timetable ensuring that children are not persistently withdrawn from the classroom or regularly miss the same lessons. Seating plans and groupings take account of individual needs. Teachers explicitly teach new vocabulary. Common misconceptions are anticipated and explicitly identified and taught.

	Learning walls, within the classroom, provide relevant information to support learning. Time is given for pupils to engage in purposeful practice of new skills and time to reinforce existing learning including overlearning for some pupils to commit things to long term memory (repetition, revisiting, retrieval to support retention) Staff handwriting on the board, working walls and in pupils' books is clear and legible. Movement breaks are included for the whole class rather than singling out individuals. Teachers use explicit modelling including the thinking behind why an approach is successful.
Our Expectations for Inclusive Provision Toolkit Staff adapt teaching to provide suitable learning challenges to cater for different learning needs.	Possible Strategies Pupils are explicitly taught appropriate skills to manage routines and independence. Pupils are taught how to use supporting resources and how to access them independently. Key vocabulary is provided with supporting visuals where appropriate. Teachers and Learning Support Assistants provide additional support through: • Self-scaffolding – observing and allowing pupils to working independently, without intervening too early • Prompting – using wait time and asking a simple question to encourage pupils to start a task • Clueing – giving one piece of information at a time, such as a hint or a question, to help the pupils access the task without assuming what the pupils can or cannot do • Modelling – demonstrating the next step, including the thinking behind why an approach is successful and asking the pupil to try it themselves • Correcting – followed by further modelling to encourage independent application of skills • Alternatives to written recording are used when appropriate. • Technology e.g. interactive whiteboard, laptops and I-pads are used to effectively promote engagement and scaffold the learning. • Ready to learn strategies are employed as part of a teacher's daily repertoire.

Our Expectations for Inclusive Provision Toolkit	Possible Strategies
The additional needs of pupils are understood and responded to incorporating more specialist advice where available.	All staff are made aware of the strengths, needs and interests of the pupils with SEND and how best to provide support. Where there is an identified need the following provision is made available: • Pupils are given time to process information before being asked to respond. • Tasks are broken down into small steps • Refocus attention • Pre-teaching • Adjustment of pace, consideration of the order and or number of activities to maintain attention • Opportunities for practical experiences to support reinforcement, over learning and generalisation • Lessons that include physical activity or movement are organised, structured and planned to promote full access • Support pupils during transitions between tasks and locations • Promote independence • Assisting social interaction There are opportunities to develop peer awareness/sensitivity and support for different needs and disabilities both in and out of the classroom. Enhanced adult support to assist learning is delivered in targeted subject areas, in areas of particular need and can take place in the classroom, in individualised learning spaces, with other pupils, in groups or individually, and in the playground or lunch hall according to target and outcome. Staff listen, acknowledge and respond to concerns in a considered way when supporting families.

Our Expectations for Inclusive Provision Toolkit	
Possible Strategies	
Positive behaviour for learning is promoted through appropriate whole class support systems.	Well-structured lessons with visual support for those that need it, including assistive technology. Sensory needs are considered, and pupils have access to learning breaks and any sensory equipment. They may require (writing slopes, pencil grips, move 'n' sit cushions, fidget tools, ear defenders and weighted blankets). Clearly communicated and understood behavioural expectations (visually supported) are consistently applied. Suitable learning environment (including workstation if necessary and quiet area of the classroom). Self and co-regulation strategies are in place in the class or in shared learning spaces that all children can access. Motivators are used effectively and consistently in line with school behaviour curriculums and policies. There is an understanding of the impact that restorative approaches can have on learners. Whole school awareness that pupils with SEND are vulnerable to bullying and an appropriate level of support in monitoring is in place.
The Learning Environment (physical, sensory, communication and virtual)	
Possible Strategies	
The physical environment is adapted to meet the needs of pupils.	There is a calm and purposeful environment for learning and whole school ethos where pupils feel they belong and their contributions are valued. A well-resourced learning environment promotes independence for learning. An Accessibility Plan (compliant with the Equality Act 2010) is compiled, published on the school website and regularly reviewed, following the assessment of the physical accessibility of the building and individual learning spaces. Reasonable adjustments are made according to individual needs e.g., access to adapted PE equipment. The furniture is the appropriate size/height for the individual needs of the pupils. Equipment is accessible for all learners.

	Where physical aids are required, they are a normal way of working for pupils e.g. a writing slope. The views of pupils are routinely sought and captured; these are then used to inform person-centred accessibility.
Our Expectations for Inclusive Provision Toolkit	Possible Strategies
Staff are aware of sensory needs and issues that may impact on pupils.	Pupil's sensory needs are known by all relevant staff (e.g. included in one-page profiles) and used effectively e.g. to plan seating arrangements and movement breaks. Safe spaces and key person arrangements are used as a universal approach. Planned and unplanned learning breaks are included within each lesson for individual pupils where required. Pupils who wear glasses and/ or hearing aids wear them and are seated in the optimum position. Hand dominance is considered in seating arrangements. Consideration is given to classroom displays in order to minimise visual sensory overload for some pupils. Staff are aware of lighting in the room e.g. use of natural light, glare from the board, who is facing the light, where you stand in relation to the light. Pupils can view the interactive whiteboard without visual distractions such as unnecessary pictures and visuals displayed around the whiteboard. Visually accessible backgrounds and font styles are used on the whiteboard. Staff are aware of smells and noise in the room and take steps to alleviate the impact on any particular individuals who may be impacted by these. Strategies are in place to manage noise levels and pupils have access to supportive resources e.g. ear defenders/ ear loops. Pupils who are easily distracted are seated away from doors and windows. The teacher's desk, storage areas and free spaces are organised, so they do not provide a sensory distraction.

	Quiet areas of the classroom and/or distraction reduced areas for work or breaks are provided (e.g., workstation, quiet zone, calm space etc). Pupils who need it know how to access a calm area within the school at other times of the day e.g., at lunchtime. Low arousal alternatives to lunchtime are offered for relevant pupils. Staff are routinely mindful of the impact of clothes on some pupils and adjust for uniform and kit as appropriate.
Our Expectations for Inclusive Provision Toolkit	Possible Strategies
The virtual environment is accessible for all stakeholders	The school website is fully accessible for all stakeholders.
Equipment and Resources	
Our Expectations for Inclusive Provision Toolkit	Possible Strategies
Resources are allocated appropriately to ensure reasonable adjustments are made and additional needs are met. Quality and impact of support is reviewed	Resources are easily accessible to all pupils to promote independence and are clearly labelled using text and images (where appropriate). Pupils have easy access to sensory equipment that they require, e.g. writing slopes, pencil grips, move 'n' sit cushions, fidget tools, ear defenders, and weighted blankets. Resources are clear and uncluttered, labelled using text and images. Printed documents use a font and size that is clear and easy to read for all. Coloured backgrounds, paper and overlays are available for pupils who require them. Visual aids and prompts are used to support the use of spoken language. Left and right-handed pupils are able to use equipment comfortably. Physical resources such as Maths and PE equipment are adapted to promote independence e.g. different size balls.

Our Expectations for Inclusive Provision Toolkit	Possible Strategies
Specific resources and strategies are provided to overcome potential barriers to learning. Increased use of ICT resources	Tangible apparatus and adapted resources are available and easily accessible for those pupils who require it. Pupils are taught how to use these resources effectively. Assistive technology including IT equipment and software, is available to support alternatives to written recording, communication and reading. The skills to use specific resources are taught e.g. touch typing.
Assessment	
Our Expectations for Inclusive Provision Toolkit	Possible Strategies
A regular cycle of Assess, Plan, Do, Review is used to ensure that pupils with SEND are making progress	Pupils' strengths and difficulties in learning and behaviour are observed and monitored in a range of environments to inform planning. Staff are aware of pupils' starting points so that expected progress is made and can be measured. Gaps are identified clearly, and curriculum adaptations are made in advance to improve outcomes. Teachers are supported to identify gaps and to plan in anticipations of barriers. Assessment is used to inform planning and interventions which occur mostly within the classroom environment. Observation and assessment are used to inform planning and interventions starting from their strengths, interests and what they can do. The impact of interventions is critically evaluated. Alternative approaches are explored to establish whether they may result in better outcomes. Pupil voice is captured to ensure full participation and understanding of expectations. Pupils are supported in their understanding of how to learn and recognise achievements.

Our Expectations for Inclusive Provision Toolkit	Possible Strategies
Staff ensure that formative assessment and feedback are a feature of teaching and learning.	The embedding of formative assessment is derived from evidence-based research. All staff understand the whole school policy and deliver this with confidence. Marking policies are adapted to take account of individual pupil need. Marking is appropriate in supporting a pupil to understand where they need to go next. Class and subject teachers make regular assessments of progress for all pupils and identify those whose progress: • is slower than that of peers from the same baseline • where the attainment gap is not closing and may be widening • a wide range of assessment strategies and tools are used to ensure a thorough understanding of pupils. • data systems enable easy access by staff to information about pupils' learning and additional needs. • pupils reflect on their own learning journey on a regular basis • the next steps in our pupils' learning journeys are clearly identifiable. • the impact of interventions is evaluated and different approaches are explored to ensure best outcomes for pupils

Transition
Our Expectations for Inclusive Provision Toolkit
Transition can be challenging for many children whether they are moving within the school environment or to a new school setting. Transition is planned carefully, as we know that children with SEND can thrive when there is a whole school inclusive approach. We endeavour to deliver an effective approach to supporting children through school transition by involving a combination of approaches and strategies that will be delivered to all pupils. Additional strategies for vulnerable pupils are and will be delivered on a case-by-case basis according to the child's additional needs through reasonable adjustments so as not to place learners at a disadvantage.

School Micro Transitions

- Moving from one activity to the next within a lesson
- Moving from lesson to lesson
- Moving around our school
- Changing from structured to unstructured times
- Changes of members of staff throughout the day
- Special events: visitors, visits, celebrations

Home Micro Transitions

- Special events: visitors, visits, celebrations
- Life events: *birth of a sibling, change in parenting arrangements e.g. change in parent/carers relationship status, loss and bereavement or contact visits*

Macro Transitions

- Moving to nursery, primary or secondary school

Staff are aware of those children who will need additional support.

This can include children who:

- have insecure attachment
- have a social communication difficulty
- are neuro-diverse
- have suffered trauma, loss, or bereavement
- are anxious

We understand that all children can be vulnerable at times of change and we know the importance of a successful start in a new class or educational setting.

Our Expectations for Inclusive Provision Toolkit	Possible Strategies
Procedures are in place for ensuring smooth progression within and between settings, particularly during all transition phases, including on entry and exit.	Information is actively sought and shared about the pupils to support successful transitions and manage change both within the setting and beyond. Staff are aware of pupils who need additional support while transitions and adjustments are made, e.g. additional visits to a new setting/classroom with a familiar trusted adult, creating social stories. The school SENDCo and team co-ordinate a whole school approach to supporting transitions. Information is actively shared with all staff and includes key information about CYP including suitable learning approaches, supportive strategies, and any concerns. All staff have easy access to pupils' information via appropriate whole school systems. Information is shared effectively with parents through an annual transition parent meeting.