



# Inclusion at Birley Spa Primary Academy

Supporting every child to achieve, belong and thrive through our bespoke school offer of personal development, wellbeing and achievement.



Birley Spa Primary Academy

A L.E.A.D. Academy

A group of children in red school uniforms are running in a line outdoors. They are all wearing red long-sleeved shirts and dark trousers. The children are of various ages and ethnicities, and they are all smiling and looking forward. The background shows a line of trees and a clear sky.

# Preparing Children for Secondary School and Beyond.

An overview of our commitment to strategies and interventions which support the development, wellbeing and achievement of all children, including those with SEND, those needing (or have needed) support from Social Care and those eligible for Pupil Premium funding.

Our ambition is for all children to leave us ready for secondary school and passionately looking forward to a career in later life by using the experiences, skills and knowledge they have gained throughout their time with us. We plan for this from the children's first days with us so that children have a wide range of experience to draw upon by the time they leave as confident, aspirational young people who believe that they can influence change for the better in the world around them.

At Birley Spa Primary Academy, we work tirelessly to foster a deep sense of belonging in all of our children and constantly consider ways to support all of our precious children to excel. Whether a child needs a temporary intervention or programme of support, we work with the children, staff, parents and wider professionals to tailor our provision to the needs of each child, considering their personal circumstances and long term needs.



# Practical Strategies for Parents:

## Create routines and structure

Establish consistent daily routines for tasks like homework and meals to provide predictability and reduce anxiety.

## Use visual aids and tools

Incorporate visual timers, large family calendars, or even color-coded visual cues to help with planning, time management, and organizing tasks.

## Break down tasks

For larger projects, help your child break them into smaller, more manageable steps to prevent overwhelm and make the task feel less daunting.

## Simplify instructions

Use short, clear sentences when giving directions to make them easier for children to understand.

## Model desired behaviours

Parents can demonstrate planning, organization, and time management skills by using to-do lists, managing schedules, and modelling problem-solving.

## Teach self-regulation

Games like "Red Light, Green Light" or mindful breathing exercises can help children learn self-control and emotional regulation.

## Incorporate physical activity

Engage children in activities that involve drawing plans, role-playing, or physical gestures to help them internalize future outcomes.

## Offer rewards

For children with executive functioning deficits, a system of rewards can reinforce positive behaviour and motivate them to complete tasks.

### **Allow for breaks**

Frequent short breaks can help children regulate their mood and maintain focus on longer tasks.

### **Consider nutrition**

Ensure children have a balanced diet with plenty of protein, as it is vital for brain function and executive performance.



## **How Parents Benefit**

### **Reduced overwhelm**

Using these strategies can decrease parental stress and make them feel more in control when supporting their child.

### **Enhanced partnership**

Parents can develop their expertise when supporting their child with challenges, fostering a stronger partnership with schools and other professionals.

### **Empowerment**

Parents learn to implement strategies that not only help their child but also lead to greater consistency and success in managing daily life.



# Language/Learning interventions



## Shape Coding

This is where symbols are matched to types of words (e.g. nouns are all given the same visual representation). It helps children with word order, using a range of vocabulary and speaking clearly.



## LEAP - Language Enrichment Activity Programme

Speech and Language development programme for children in EYFS with delayed or impaired speech.



## Cued Articulation

Speech and Language support for children who struggle to pronounce certain letters/sounds/words correctly. This supports children by associating the physical way our mouths form letters/sounds with an action.



## Colourful Semantics

This Speech and Language intervention supports children with word order, vocabulary difficulties or expressive and receptive language difficulties.



## Lexia

This is a personalised literacy and reading programme. This can be offered to children who have had it professionally recommended following a dyslexia test or dyslexia screening.



## Live interventions

Live interventions take place within the lesson or within the same day. If an issue or misconception is identified, staff will address it immediately or straight after break/lunch so that the child keeps their confidence before the next lesson.



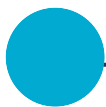
## Bucket time

This develops shared attention and communication skills. This intervention is led by an adult and focuses on the child listening and engaging with the adult to boost concentration, language and attention skills.



## Pre-teach

Sometimes, if a child is already known to struggle with a concept, staff may decide to pre-teach, which means they would spend a few minutes in the day/days before refreshing their memories or exploring new concepts so that when they study it in class, they feel more prepared.



## Intensive Interaction

This works very well for children who are not yet verbal or are very self-led. This involves the adult mirroring what the child does and narrating what they do while developing eye-contact and interactions.



# Physical Interventions



## Handwriting

Handwriting support will generally be sent home as this is best practised for a few minutes per day, following an example. If staff feel that handwriting support is needed, they will talk to you about which letters/which skills need to be practised. Fluent, joined handwriting has a positive impact on learning because the child can capture their ideas in a fluid way, without having to stop and concentrate on letter formation.



## Fine motor skills

Fine motor skills interventions focus on precise physical movements, e.g. pinching, threading, cutting, drawing, rolling dough etc. If children have weak fine motor skills, they can struggle to hold a pencil or appear clumsy, for instance, by dropping things. In older children, these issues can be seen if they struggle to write for more than a few minutes, button up coats or tie shoelaces etc. These short, fun interventions support children to develop and enhance their fine motor skills.



## Gross motor skills

These skills are the ability to co-ordinate whole body (or larger body part) movements, e.g. throw and catch a ball, jump, run, judge distance and spatial awareness. Some developmental disorders affect children's ability to control their limbs or depth perception so activities are designed to support them to master these skills more.



## Physiotherapy

If a child has a diagnosed medical condition, we would work with NHS staff to deliver interventions such as Occupational Therapy, Physiotherapy etc. This could be by providing a space for a professional to work with the child or it could involve having staff trained in certain exercises.



# Emotional interventions

## **Transition support**

All children in school have a transition package where they get to meet their new teacher during the final few weeks of the summer term. Some children, however, need further support due to SEND needs. If this is the case, they may receive a photo book of their new classroom/staff, extra transition sessions or other support. Year 6 have a programme of transition support to prepare them well for secondary school and we invite the secondary SENCO to meet with parents and our team in the summer of Year 6 to help our families feel confident over the summer before they move to Year 7.

## **Theraplay**

This is an intervention that uses playful, structured activities that are nurture based. They help develop a bond between a small group of friends or an adult and a child to support with empathy, self-esteem and confidence.

## **Yoga nurture**

Our yoga nurture therapist offers whole class teaching and small group interventions to practise mindfulness techniques and works on balance, breathing and calming exercises. Her strategies are designed for children to use at home, in the car, at the park or anywhere else, as well as at school and they really help children to independently manage their own emotions.

## **Sports mentorship**

Our fantastic Sports Mentor uses the skills associated with sport to help children make progress in the classroom and in managing their emotions. This programme uses resilience and precision training to impact on children's learning in a fun way, while teaching mutual respect and accountability.

## **Sensory Circuit**

These are activities that focus on alerting, organising and calming, and can be done without resources. They are designed to give the child a few moments of organised time away from busier environments or with fewer demands placed upon them.

## **Social stories/comic strip conversations**

Social stories tell stories in a simple, visual way to help learners with more complex needs understand empathy, safety etc. These may be used where a child's behaviour is unsafe or they misinterpret others' meaning regularly for instance.

## **Food therapy**

This is specialised support, working with colleagues from the NHS, to help a child with specific issues around eating. This could be a physical need, e.g. swallowing certain foods or an anxiety-based issue around the texture of food for example. This is implemented following health professionals' guidance only.

## **Sensory play**

Sensory play stimulates children's sight, sound, touch, smell and taste as well as movement and balance. It helps children to engage in motor skill development, problem solving and emotional regulation. This can involve a range of household items and doesn't need specialist equipment. Popular sensory activities involve wet, dry, soft, hard or cold items.

## **Lego therapy**

This uses small group work to build communication, turn taking, problem solving and precision skills. This intervention involves following a set of instructions as a group to achieve an outcome.

## **Bespoke curriculum**

Sometimes, a child with complex needs struggles to access the curriculum in a meaningful way. Where a child's disability prevents them from learning subject matter in a way that is typical in a mainstream school, and the usual level of adaptation still does not support, advice from outside professionals is sought to determine the type of provision that would suit the child, even if this could be completely different from what you would find in a mainstream class. This is normally used for children who have been assessed as needing special schools or specialist support.

## **Resources**

We have a wide range of resources that we consider when meeting children's need. Any resources must be provided by the school or a SEND professional and are used to support access to mainstream education. They may include: wobble cushions, standing desks, calm spaces, adapted furniture, worry books, Therabands, focus aids, manipulatives, pencil grips, chewlery, timers, sand or water provision, etc. Toys are not permitted in school. Any of these resources must have a clear rationale and can be implemented and reviewed regularly.

A big part of development for children is the ability to master executive functioning. This sounds fancy, but it is just the term used to describe the skills we all need to function as adults. These skills are practised in childhood, but don't get properly embedded in our brains until we are adults, so it's really important that we practise them a lot.

