

Aspire Academy
Trust

Inclusion Support Base Probus School



Rationale

Our Inclusion Support Base is specifically crafted to assist students who would benefit from targeted interventions addressing their unique needs.

Key Features

- The base aims to enhance pupils' speech, language, and communication skills through:
 - Play-based learning
 - Targeted interventions that promote positive interactions
 - Support for sensory regulation
 - Supporting communication development through dual coding and teaching different ways to have needs met.

This provision is designed for students in the Reception and Key Stage 1 and lower KS2 cohorts who either have an EHCP place or are in the process of obtaining one.

Each pupil will remain a member of their mainstream class while attending the base for relevant sessions. The base is only operating from 9.15 - morning break time each day, so the children spend the majority of their school day within their classroom environment.

We will collaborate closely with families and classroom staff to ensure the best balance between different learning environments for each student.

Staff

The teacher of the base will be: Mrs Bowen



Other staff member will be: Miss Flintham



These are the spaces we will use:



The sensory space and regulation area



Our classroom space



Outdoor learning space

Supporting Inclusion in the School

The Inclusion base is designed to support children who aren't able to communicate and advocate for themselves in school independently.

Instruction and support will be sought from the Autism in schools team (AIST) - if the children is on the ND pathway or has a diagnosis of Autism- and the Communication Support Team (CST) to best support the children's needs.

The work completed in the inclusion base is around communication and interaction, but will also involve sensory opportunities. It is a skills based curriculum as opposed to a knowledge based curriculum - it doesn't replace the English, maths and other learning opportunities the children will have in school, it will just develop skills to be able to access these more independently.

There will be multiple approaches used to develop communication and interaction within the inclusion base including visuals, communication boards, makaton as well as speech. Children will be seen as individual learners and the way that they communicate most effectively to be able to have their needs met will be the primary focus of the work.

The strategies being used in the inclusion base will be shared with the class teachers and they will use the same strategies that are being developed in the classroom to ensure consistency.

The class teacher still has overall responsibility for the learning of the children in the inclusion base.

Curriculum Design

The curriculum in the inclusion based is skills based and is focussed on developing communication and interaction skills. The inclusion base will look at stories and language but won't be following a distinct theme. The knowledge based curriculum will all be designed and delivered by the class teacher and staff supporting children in their classrooms.

Assessment

The baseline for being able to access the inclusion base is:

Being in reception to lower KS2

Being dependent on an adult to interpret the needs of the child

Having and EHCP or in the process of obtaining and EHCP.

Children's communication and interaction skills will be assessed against the Cherry Garden skills progression.

The aim is for children will be able to use their preferred method of communication with greater independence with other known adults in school to be able to have their needs met.

Workforce and Leadership

Mrs Bowen will lead the inclusion base and will plan the development of skills to be taught within it.

Miss Flintham, who is highly skilled in communication, will support Mrs Bowen and the children in the inclusion base.

Resources and strategies will be shared with class teachers and class teachers will share what they have seen in class with the inclusion base.

CPD will be sought from the AIST and communication support team as well as speech and language specialists. This training will be available to all staff.

Working in Partnership

Prior to having support in the inclusion base, families will be spoken to seek consent for their child to have time in the inclusion base. The base will only operate from 9.15 - 10.40. Children will go into their classrooms each morning and will return to their classroom after morning breaktime. If a family chooses for their child not to access the inclusion base, they will be given other suitable provision in school.

During the activities, child's voice will make up a lot of the direction that the learning takes. One of the primary aims of the base is for children to be able to self-advocate. This will be totally embraced within the base.

Support from the AIS team and communication support team will be ongoing with any queries of developmental needs supported by them.

Partnership with other inclusion bases will be sought from within the Aspire Academy Trust and learning opportunities will be developed from that peer support.



Inclusive and accessible environments

We are fortunate to have a designated space that can be separated into indoor and outdoor learning zones, as well as a darker space to have sensory needs met. The outdoor space has safety flooring so children can work from the floor if they are more comfortable with that.

The indoor space is naturally sectioned so activities can move from practical based activities to table top activities. The space is situated opposite the KS1 classrooms and next to the reception and lower KS2 classes so is accessible to all learners. There is a suitable accessible toilet next to the space which children are familiar with and are able to use.