

# INCLUSION SUPPORT PROGRAMME

NAME	DOB	SCHOOL	CLASS/TEACHER
START DATE OF ISP	SEN SUPPORT/ CiC/EHCP	CO-ORDINATED BY	

PUPIL PROFILE	
WHAT IS GOING WELL?	WHAT IS NOT GOING WELL
<p>This is where you will celebrate successes and strategies that are working for the child. Highlighting their strengths, interests and where they show resilience. This could include favourite subjects, sports, peer/adult relationships</p> <p>e.g. Harry has a really good relationship with Mr Johnson who shares his love of football</p>	<p>Identify the student's challenges and difficulties, considering the location, timing, others involved including adults and how this is displayed.</p> <p>e.g. Harry finds it difficult to transition into school in the morning. His anxiety leads to him refusing and then hiding.</p>

SCHOOL SUPPORT AND STRATEGIES	SUPPORT FROM OUTSIDE AGENCIES
<p>What resources and strategies can you draw on within your school to support the student. This could be interventions or a structured plan for the day; include staffing, rewards, timing etc.</p> <p>e.g. Mr Johnson will meet Harry at the school gate at 9am every day and will play football for 10 minutes before going into class.</p> <p><b>Signed</b>.....</p>	<p>Consider what referrals may be relevant and whom can support this process. Information from these agencies should be used at all stages to inform the review process</p> <p>e.g. PIAS, Paediatrician, LIFT, KHNES, CAMHS, Early Help,</p> <p><b>Signed</b>.....</p>

PUPIL VIEWS & COMMITMENT	PARENTAL VIEWS & COMMITMENT
<p>Record students' views and clarify the expectations and their role in the plan. This should be in line and consistent with what has been agreed in the school strategies and therefore the wording of their commitment should mirror these where appropriate.</p> <p>e.g. I will meet Mr Johnson by the gate at 9am and we will have 10 minutes to play football and then I will go into class.</p> <p><b>Signed</b>.....</p>	<p>Parental engagement should have been sought throughout this process. This should reflect their commitment and engagement to working together with the school to support their child.</p> <p>e.g. We will use positive communication with our child and school, to reinforce expected behaviour and ensure he is at the gate to meet Mr Johnson by 9am every day.</p> <p><b>Signed</b>.....</p>

## Harry's Inclusion Support Plan

<b>How will adults know that I'm calm, relaxed and ready to learn?</b>	<b>How will adults know that I'm on the edge/ becoming anxious?</b>	<b>How will adults know that I'm ready to explode?</b>	<b>How will adults know that I'm returning to my calm feeling?</b>
e.g. I will be smiling	e.g. I will frequently ask to go to the toilet	e.g. I may run away and hide from adults	e.g. I will be able to return to class
<b>What could be the causes of these feelings/behaviours</b>	<b>What could be the triggers/ causes to these feelings/behaviours</b>	<b>What could be the triggers/ causes to these feelings/behaviours</b>	<b>What could be the triggers/ causes to these feelings/behaviours</b>
e.g. Mr Johnson met me at the gate and we played football	e.g. Mr Johnson isn't in school	e.g. I'm feeling scared and unsure	e.g. I might need to be reassured by an adult
<b>What will the adults do to support me when I feel like this?</b>	<b>What will the adults do to support me when I feel like this?</b>	<b>What will the adults do to support me when I feel like this?</b>	<b>What will the adults do to support me when I feel like this?</b>
e.g. Mr Johnson will give me a 'thumbs up'	e.g. My teachers will ask me who else could help me.	e.g. My adult will remind me to go to my safe space. They will know where I am and I will be safe.	e.g. My teachers will talk to me about things that make me happy
<b>What are the consequences of this?</b>	<b>What are the consequences of this?</b>	<b>What are the consequences of this?</b>	<b>What are the consequences of this?</b>
e.g. I will get a football sticker for my chart	e.g. I will feel reassured and will want to stay in the classroom	I will feel safe and less upset.	e.g. I will be given time and space to feel ok again

<b>ISP Agreed Weekly Plan</b>	<b>How will the pupil know that they are 'on track'?</b> (Ongoing recognition of weekly success)
<p>This is where you may wish to include a daily/weekly plan which might set out specific arrangements as agreed in the school support and strategies section.</p> <p>e.g. <b>Week One</b> - 9.00-9.10 – Mr Johnson to meet Harry at the school gate for 10 minutes of football</p>	<p>Record the praise and reward strategies that have been discussed with the child</p> <p>e.g. Harry will receive football stickers for his reward chart</p>
<b>Set Review Dates and Time Limits</b>	

<b>Review 1 – Date ...../...../.....</b>	
<b>Evaluation of Progress</b>	<b>Actions</b>
<p>Record the strengths and difficulties that been encountered during this period. Include feedback from <b>the child</b>, parents, the school and any other agencies involved.</p>	<p>SMART actions, record amendments as necessary</p>
<b>Attendees/signatures</b>	

<b>Review 2 – Date ...../...../.....</b>	
<b>Evaluation of Progress</b>	<b>Actions</b>
<b>Attendees/signatures</b>	