A sign with text and flowers

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**Inclusion and Integration Plan**

The following definitions are useful in thinking about inclusive practice:

The [Equality Challenge Unit](http://www.ecu.ac.uk/) describes inclusive practice as 'an approach to teaching that recognises the diversity of children, enabling all children to access course content, fully participate in learning activities and demonstrate their knowledge and strengths at assessment. Inclusive practice values the diversity of the student body as a resource that enhances the learning experience' (*Equality Challenge Unit, 2014*).

Meanwhile, inclusive teaching and learning has also been defined as 'the ways in which pedagogy, curricula and assessment are designed and delivered to engage children in learning that is meaningful, relevant and accessible to all. It embraces a view of the individual and individual difference as the source of diversity that can enrich the lives and learning of others' (*Hockings, 2010*).

We envisage that all children within the Resource Base should be fully included in the learning that occurs within the base, and that some children are on a journey to enable this to be achieved, because of their current needs.

Inclusion means ensuring everyone is included and treated equitably, regardless of differences, while integration refers to the blending or combining of different groups. Once children are fully included with the Resource Base, then they are ready to be integrated with students in the mainschool. This can be through a combination of approaches, including children from the mainschool visiting the Resource Base and visa versa.

Integration with their mainstream peers is in a way which is meaningful to each individual. Several children will successfully integrate in to mainstream classes across the curriculum throughout the day or week. Support is carefully planned for each child, through the use of visuals, carefully differentiated tasks, and adult support where needed.

The overarching intent is for Resource Base pupils to build integration into the mainschool as much as possible given the individual requirements of provision as outlined in the child’s EHCP and for the EHCP to be reviewed annually when this becomes increasingly successful so these provisions can be adapted if necessary.

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| **Step 1**  **Steps to inclusion within the Resource Base** |
| Learning in a quiet space in order to reduce stress levels, build positive relationships and experiences in school environment with a trusted adult co-regulator.  Access to Sensory room and High Impact room to help regulate emotions in response to environment.  Individualised provision in place to support engagement and success in learning (full details in IEPs) but will include workstation, now and next, visual timetable, jobs to be completed/finished, working towards rewards, movement breaks, Zones of Regulation. These opportunities are individual or with a pair.  Inclusion opportunities within the Resource Base:   * lunch time with peers * break times with peers * paired learning/social skills * individual or paired learning with teacher at least daily * Attention Autism opportunities with key Teaching Assistant * Discovery opportunities individually or with pair |

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| **Step 2**  **Steps to further Inclusion Opportunities within the Resource Base.** |
| Learning in a quiet space in order to reduce stress levels, build positive relationships and experiences in Resource Base environment with a trusted adult co-regulator.  Individualised provision in place to support engagement and success in learning (full details in IEPs) but will include workstation, Now and Next, visual timetable, jobs to be completed/finished, working towards rewards, movement breaks and Zones of Regulation. These opportunities are for either paired or group work to increase inclusion.  Inclusion opportunities as above and in addition within the Resource Base:   * social skills (initially paired and increasing to group of four) * Attention Bucket time (small group) * communication and language intervention (paired) * managing emotions intervention (paired) * Learning Opportunities in class (small group) * play skills e.g. turn taking (small group) * story time (in class) * drawing/building (in class) * active games outside with class |

**Integration Steps**

Steps to integrate children in the mainstream school.

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| **Step 1** |
| Bespoke timetable including provision above and opportunities to join peers in the mainstream setting:  Inclusion opportunities within the mainstream school include i.e:   * Outside trips * Assemblies * Special events in school i.e. STEM activities * Sports Day   Inclusion opportunities for children from mainstream to access activities in The Meadow and therefore encourage inclusion between the two settings i.e:   * Phonics * Bucket time * Social Skills * Speech and Language * Access to sensory activities * Play or lunchtimes |

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| **Step 2** |
| As Step 3 but increasing length of time spent in the mainstream class for regular opportunities. Workstation to be set up in the classroom as well as in the quiet space when appropriate.  Examples of opportunities:  Based on special interests of child (see IEP and Pupil Passport) i.e:-   * PE * Music/ Art * Maths * IT |

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| **Step 3** |
| As Step 3 but increasing length of time spent in the class at every opportunity.  Workstation to be set up in the classroom as well as in the quiet space.  In addition to the inclusion activities above, time in the classroom to include the majority of:   * Maths * English * Initial input for at least one session every afternoon. * Playtime opportunities at break and lunchtimes * Eating with peers in within the communal area in the mainschool hall   If ‘x’ is distressed at any point he/she will be given the choice of learning at their workstation inside the Resource Base. |

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| **Step 4** |
| As Step 5 but increasing length of time spent in the class at every opportunity.  ‘x’ will now be in class every morning and for an increasing length of time in the afternoons.  If ‘x’ is distressed at any point he/she will be given the choice of learning at his workstation inside the Resource Base. |

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| **Step 5** |
| Full time in class. Provision is within the class and child can move from Resource Base into mainstream provision. |

**May 2024**