



Alsager School

Teacher's Inclusion Companion

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What inclusion means at Alsager School?

"We believe that every pupil—regardless of their background or individual needs—should feel a sense of belonging and be supported within a caring community where they can thrive and achieve their best outcomes."

SEND Team

Pupils in my class SIMs and Talaxy Guide

SIMs

On your mark books and register in SIMs there will be letters that give the level of SEN provision a pupil receives. The letters include;

Code	What this means
M	The SEN department are aware of the pupil and the pupil has a difficulty that staff need to be aware of. A pupil will have a pupil profile. All of their needs should be met with Ordinarily Available Inclusive Provision (OAIP).
K	Pupils with slightly more complex needs than FC or pupils. Often pupils in this category's needs can be met with OAIP but they might have additional intervention outside the classroom.
E	EHCP pupils have the most complex needs. Schools are given funding to help support them through their education and the interventions that are included in their EHCP documents are legally binding. Pupils with an E may need numerous reasonable adjustments as part of adaptive teaching. Pupils with an EHCP will receive a lot of intervention from the SEN team.

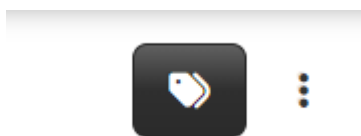
For all pupils with each of those letters next to their name you can find a pupil overview on SIMs. This is important as it will give information of specific learning needs and individualized learning strategies.

Pupil Overviews can be accessed by clicking on the pupil name, selecting SEN on the right side of the screen and then scrolling down to 'Full Descriptions.'

For a guide regarding the first page of a pupil overview please see page (0).

Talaxy

On the register, click the Tag icon on the top right hand corner of the register.

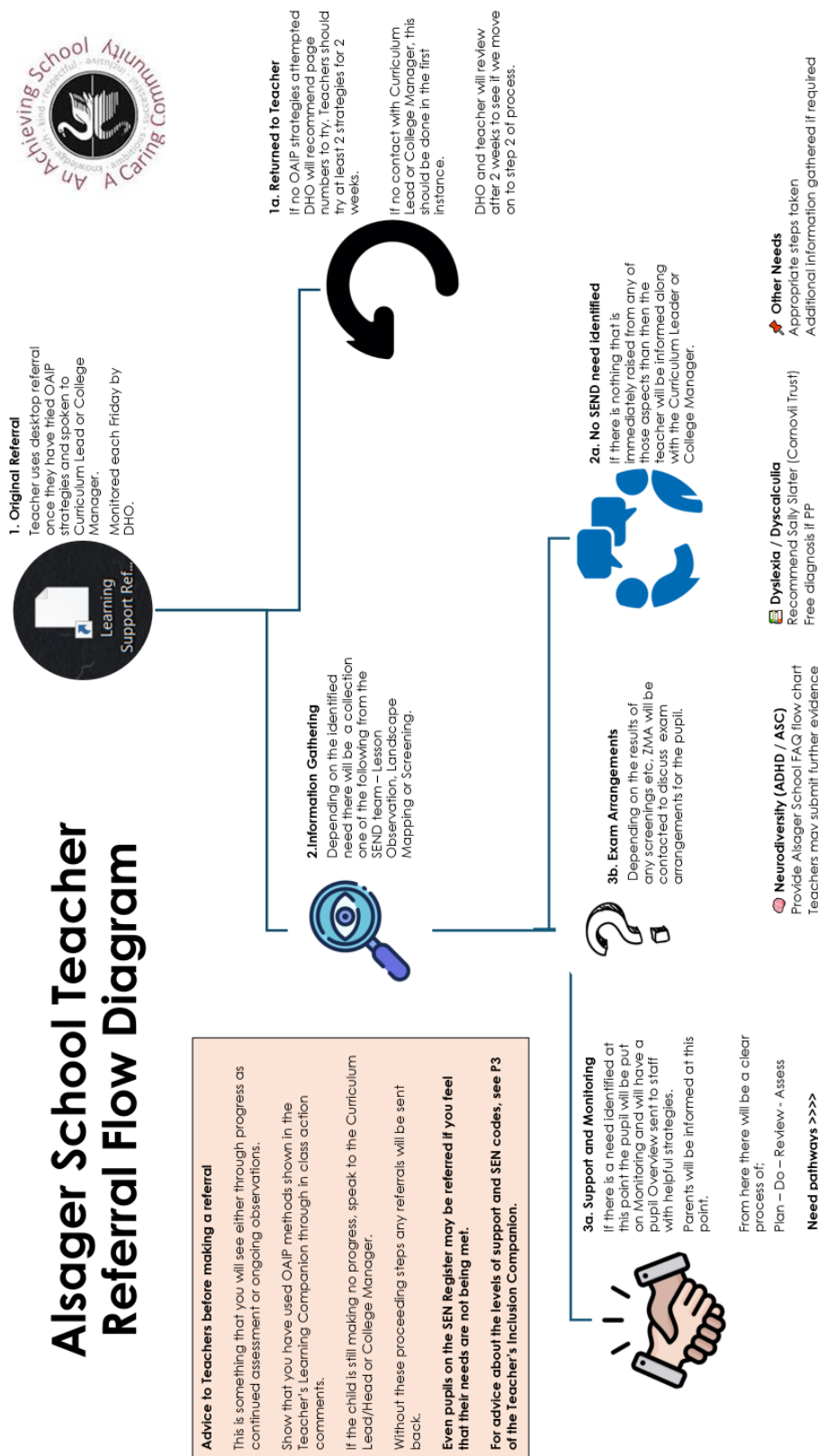


This will give information on SEN needs and exam arrangements.

This will also give information on what groups the child might be in.

How to make an SEN referral as a teacher and what happens afterwards.

Alsager School Teacher Referral Flow Diagram



Pupil Overviews

SEN Support and Inclusion Plan

For pupils on E and K, this will be a full support plan, for M it will just be the information below.

This is the information that will be relevant to you.

This is an important part of the pupil overview and gives you an opportunity to build relationships and understand motivations.

Named reasonable adjustments are specific to the pupil, we are aiming to have a maximum of 1-5 specific reasonable adjustments. All additional and generic help will be made up by DAIP in the Teacher's Inclusion Companion.



SEN Support and Inclusion Plan for Mary Poppins Year 9

Date of birth: 22/02/2013	SEN stage: E	Main area of need: SEMH	Pupil premium: N	Teachers: Form Teacher: Mr J Bloggs
Age: 13	Gender: F	Social care: N	Attendance: 94.5%	Parent/ carers: Mr and Mrs Poppins
Year group: 9	Diagnoses: ADHD	Medical needs: None	Part time timetable: N	Parent/ carer contact: see Galaxy

My Views – What I want people know about me. In the future, important people, feeling happy, comfortable and supported (Teacher/ parent to co-produce)

I would really like to become a child minder one day.
I think it is important that people are positive with me in their interactions.
My favourite teacher is my form teacher Mr Bloggs because he takes an interest in what I like and dislike.
My all time dream would be to learn to fly using an umbrella.

Reasonable Adjustments and Inclusive Adaptations to help me learn.

- Please sit Mary towards the front of the classroom to avoid distractions.
- Mary has access to time out card as she can sometimes be overwhelmed in lessons.
- Mary has a 2-minute pass as she needs to take umbrella and bag with her and store it in her locker.

Trial Access Arrangements

- Mary is allowed to have supervised rest breaks

Teacher's Inclusion Companion

- Please see pages # and # for general interventions to help Mary.

This is where you can find additional adjustments that can help, the page numbers are usually specific to pupil needs.

Trial access exam arrangements happen during KS3, this should be done in all assessments as long as they appear on the pupil profile including in KS4.

What is OAIP

Ordinarily Available Inclusive Provision are strategies to be used for all the class. The idea is that we are helping all pupils as even those without diagnosed or identified needs will benefit by using strategies to make access to school easier.

Our 5 Key Ordinarily Available Inclusive Provision

Relationships & Belonging

Positive, trusting relationships form the foundation of inclusion. Pupils, families, and staff feel known, valued, and connected.

Flexibility & Responsiveness

Staff adapt approaches, routines, and environments to meet individual needs and respond as those needs change.

Child-Centred Practice

The needs, voice, and lived experience of the child or young person sit at the heart of decision-making.

Effective Communication & Collaboration

Open, respectful communication supports strong partnerships between pupils, families, school staff, and partners.

Consistency & Predictability

Clear routines, expectations, and predictable systems help children feel safe and able to learn.

Cognition and Learning

Pupils with cognition and learning needs often have slower processing speeds. A common example is dyslexia, although many pupils may show similar difficulties without a formal diagnosis.

These pupils often understand more than they can easily show in writing or timed activities.

What You Might Notice

During Tasks

I may:

- Struggle to recall learning from previous lessons
- Find it difficult to start tasks independently
- Start slowly or rush to finish work quickly
- Have difficulty organising ideas logically
- Need instructions repeated or broken into smaller steps
- Look at others before starting to check they are doing it correctly
- Copy work when I'm feeling unsure or anxious
- Lose my place when copying from the board or text
- Need extra thinking time before beginning work
- Find it difficult to apply facts or make connections in learning
- Become anxious when starting tasks or when routines change

Behaviour and Organisation

You may also notice that I:

- Sometimes do not have the correct equipment
- Call out ideas quickly because I worry I'll forget them
- Fidget during lessons
- Am quiet or reluctant to ask for help

Strategies That Help

1. Make Learning Clear

- Explicitly link learning to previous lessons
- Use the Learning Objective slide to show the purpose of learning
- Revisit key points during and at the end of lessons

2. Give Clear Instructions

- Chunk instructions into smaller steps
- Avoid giving too many instructions at once
- Allow thinking time before pupils begin

3. Reduce Cognitive Load

- Limit copying from the board where possible
- Provide handouts for longer tasks
- Use clear fonts and bullet points on slides
- Use coloured slide backgrounds to support reading

4. Use Visual Support

- Include images alongside text
- Use knowledge organisers and literacy maps
- Use different coloured board pens to separate tasks or information

5. Support Memory

- Provide small whiteboards or scrap paper for jotting ideas
- Highlight key vocabulary or important words
- Use gap-fill activities (cloze tasks) where helpful

6. Offer Different Ways to Show Understanding

Allow pupils to demonstrate learning through, diagrams, discussion, IT, bullet points, short responses instead of long written answers

7. Reading and Writing Support

- Use hi-lo texts (high interest, lower reading age) where possible
- Avoid asking pupils to read aloud unexpectedly
- Provide number mats, symbol mats, or number squares when helpful
- Allow pupils to use different coloured pens to highlight ideas.

Communication and Interaction

Pupils with communication and interaction needs may include those with:

- Autistic Spectrum Condition (ASC)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Speech and language difficulties

These pupils may find it difficult to interpret communication, social cues, or instructions, even when they are keen to engage and participate.

What You Might Notice

During Tasks

I may:

- Struggle to understand verbal instructions
- Find it difficult to interpret body language or social cues
- Struggle with eye contact
- Find inference, jokes or sarcasm difficult to understand
- Feel confused or isolated when others are laughing and I'm not
- Need communication to be clear and literal
- Use gestures or non-verbal communication more than spoken communication
- Find it difficult to make links that others see as obvious

Behaviour and Organisation

You may notice that I:

- Can appear rude or dismissive when I don't understand instructions
- May seem to ignore instructions due to difficulty interpreting them
- Often move quickly between topics in conversation
- May focus heavily on one area of strong interest
- May give short or closed responses (yes/no) in conversation
- May overshare information or say things that seem socially inappropriate
- May struggle with eye contact during interactions

Strategies That Help

1. Make Expectations Clear

- Model and reinforce good listening rules
- Do not assume pupils know the social expectations
- Use clear key words or cues to reinforce expectations

2. Be Clear and Literal

- Use clear, concise language
- Avoid sarcasm, implied meaning or overly complex explanations
- Be direct about expectations and instructions

3. Give Processing Time

- Allow extra time for pupils to process information
- Pause after instructions before expecting a response

4. Chunk Tasks

- Break large tasks into smaller manageable steps
- Provide clear structure to activities

5. Use Visual and Multi-Sensory Support

- Combine visual, verbal and practical explanations
- Use cue cards or visual prompts for key vocabulary
- Show pupils examples of what success looks like

6. Support Communication

- Provide conversation starters or sentence prompts
- Give pupils advance warning if they may be asked to speak
- Offer support if speaking in class causes anxiety

7. Structure Group Work

- Give pupils a clear role within the group
- Clearly explain what their responsibility is

8. Check Understanding

- Ask pupils to show or explain their understanding
- Provide visual feedback where possible
- Summarise key points in tasks, lessons, stories or articles

9. Gain Attention Clearly

- Use the pupil's name before giving instructions
- Do not rely on eye contact alone to gain attention

Social, Emotional and Mental Health

Any pupil can experience social, emotional or mental health difficulties. Pupils' personal circumstances may be more complex than we realise, so consistency, understanding and positive relationships are essential.

SEMH needs can also exist alongside other areas of need such as ADHD or Autism Spectrum Condition (ASC).

For pupils with SEMH, always consider how safe and comfortable they are.

What You Might Notice

During Tasks

I may:

- Be very self-critical and struggle to accept praise
- Avoid attempting new tasks due to fear of failure
- Find decision-making difficult
- Prefer limited peer interaction during group work
- Give up easily and struggle with resilience
- Become frustrated quickly when work feels difficult
- Avoid asking for help, even when I need it

Behaviour and Organisation

You may notice that I:

- Have difficulty regulating or understanding emotions
- Show disproportionate reactions to situations
- Have noticeable changes in mood (e.g. hyperactive to low)
- Find it difficult to empathise with others' feelings
- Avoid interaction with adults or peers, or become over-reliant on it
- Seek control over situations or tasks
- Often appear anxious or on edge
- Frequently complain of feeling unwell
- React strongly to situations others see as minor



Maslow's hierarchy of needs

Strategies That Help

1. Create a Safe and Positive Environment

- Ensure pupils feel safe and supported in lessons
- Build positive relationships by getting to know the pupil
- Start lessons with a calm interaction or check-in

2. Use Positive Reinforcement

- Recognise strengths and successes
- Provide specific praise so pupils understand what they did well
- Create opportunities for pupils to feel proud of their work

3. Keep Expectations Clear and Consistent

- Clearly explain expectations and routines
- Model what successful work or behaviour looks like
- Maintain clear and consistent boundaries

4. Support Emotional Regulation

- Allow pupils access to self-regulation strategies
- Provide a safe exit strategy or short break if needed
- Offer access to a quiet space to regulate and reflect

5. Reduce Anxiety Around Learning

- Provide clear success criteria so pupils know when they have succeeded
- Scaffold work where needed
- Break larger tasks into smaller steps

6. Encourage Engagement

- Use interactive and practical activities
- Include multi-sensory learning opportunities
- Use think–pair–share activities to support participation

7. Support Organisation and Transitions

- Ensure resources are easily accessible
- Provide time expectations for tasks
- Give pre-warnings before tasks end
- Clearly explain transitions between activities

8. Model Positive Behaviour

- Model how to respond to mistakes positively
- Demonstrate appropriate social interactions and etiquette

Visual Impairments

Visual impairments are not always obvious. Some pupils may have fluctuating or temporary visual difficulties, particularly during periods of stress or fatigue.

Pupils may be able to see small print close up but struggle with information presented at a distance.

What You Might Notice

I may:

- Be able to read close text but struggle to see writing on the board
- Find large amounts of reading or writing tiring
- Struggle to distinguish colours or busy backgrounds
- Find glare, reflections or shiny surfaces difficult
- Struggle to adapt quickly when lighting changes

Strategies That Help

1. Seating and Positioning

- Seat pupils where they can clearly see the board
- Often this will be towards the front of the classroom

2. Support Access to Written Information

- Provide printed copies of slides or key information
- Avoid excessive copying from the board

3. Use Clear Visual Presentation

- Use neutral or pastel backgrounds in presentations
- Avoid busy slides or cluttered visuals

4. Reduce Glare and Lighting Issues

- Be mindful of harsh lighting or glare from shiny surfaces
- Ensure lighting changes are not sudden where possible

5. Use Verbal Explanations

- Talk through what you are writing or showing
- Combine verbal explanations with visual information

6. Use Multi-Sensory Learning

- Provide opportunities for hands-on and real-life learning experiences
- Trips and practical experiences can support understanding

Hearing Impairments

Hearing impairments are not always visible and may vary in severity. Pupils may hear well in quiet environments but struggle in noisy classrooms or group discussions.

What You Might Notice

I may:

- Struggle to hear when there is background noise
- Find whispering or quiet speech difficult to follow
- Struggle to follow group discussions or debates
- Disengage if conversations move too quickly
- Misinterpret information if parts of the conversation are missed
- Be affected by environmental noise (e.g. traffic, building work)

Strategies That Help

1. Reduce Background Noise

- Maintain a calm classroom environment
- Minimise unnecessary noise where possible

2. Speak Clearly

- Speak clearly and naturally
- Slightly slow the pace of speech if needed

3. Face the Pupil

- Face pupils when speaking so they can lip read if needed
- Avoid speaking while turned away or writing on the board

4. Chunk Verbal Information

- Deliver instructions in manageable sections
- Pause between pieces of information

5. Check Understanding

- Check that pupils have heard and understood instructions

6. Use Visual Support

- Use visual instructions alongside verbal explanations
- Provide subtitles for videos where possible

7. Seating

- Seat pupils closer to the front of the classroom where appropriate

Processing Needs

Sensory processing needs often occur alongside neurodiverse conditions such as Autism or Developmental Coordination Disorder (DCD/Dyspraxia).

These pupils may be over-sensitive or under-sensitive to sensory input such as light, noise, movement, touch or smell.

What You Might Notice

I may:

- Appear clumsy or bump into things
- Fidget, hum or move frequently
- Chew on pencils, clothing or objects
- Struggle with personal space awareness
- Find uniform or clothing uncomfortable
- Lean on furniture or objects for support
- Be very sensitive to smells or sensory environments
- Prefer routine foods or snacks
- Struggle to recognise physical needs such as thirst or needing the toilet

Strategies That Help

1. Manage Sensory Environment

- Reduce clutter and visual distractions
- Consider lighting levels in the classroom

2. Provide Sensory Regulation

- Allow discreet fidget tools where helpful
- Ear defenders or noise-reducing supports may help

3. Reduce Strong Sensory Stimuli

- Avoid strong smells where possible
- Limit overwhelming sensory input

4. Use Multi-Sensory Learning

- Provide hands-on learning opportunities
- Use activities that involve seeing, touching and doing

5. Allow Movement

- Allow short movement breaks if needed
- Provide opportunities for pupils to reset concentration

Physical Needs

Physical needs are not always visible. Some pupils may experience fatigue, coordination difficulties or dexterity challenges that impact classroom tasks.

Physical needs may also affect organisation, movement and access to equipment.

What You Might Notice

I may:

- Struggle with fine motor skills such as holding pencils or scissors
- Have messy or inconsistent handwriting
- Apply too much or too little pressure when writing
- Struggle with tasks like zipping coats or tying laces
- Appear floppy or have poor core strength
- Seem clumsy when moving around the room
- Find balancing, climbing or navigating space difficult

Strategies That Help

1. Create Accessible Classrooms

- Ensure clear walkways and uncluttered spaces

2. Consider Seating

- Seat pupils where movement is easiest
- Often helpful to be towards the front-centre

3. Provide Alternative Equipment

- Allow access to adapted pens, scissors or equipment

4. Provide Suitable Seating

- Pupils may require special seating support
- Ideally desks should be at elbow height

5. Support Organisation

- Allow pupils to store some equipment in class or school

6. Reduce Distractions

- Seat pupils away from high-traffic areas such as doors or windows

Pupil Premium

Children qualify for pupil premium funding if they fall into any of the following categories:

- **Free School Meals (FSM):** Currently registered for free school meals, or have been registered for them at any point in the last 6 years ("Ever 6" measure).
- **Benefits:** Parents receive support, including Universal Credit (with low annual income), Income Support, or Income-based Jobseeker's Allowance.
- **Looked After Children (LAC):** Children currently in care or previously looked after by a local authority, adopted, or under a guardianship/residence order.
- **Service Children:** Children with at least one parent serving in the regular armed forces, or registered as a 'service child' in the past 6 years.

Barriers to learning

My barriers to learning:

- My attendance could be low and I might need help catching up with work
- I may struggle with literacy and need help accessing texts
- SEMH might be an additional issue for me in lessons
- I may struggle with self-efficacy, this is how well I understand my power to change my circumstances and understand that achievements are down to my hard work.
- Need communication to be clear and literal
- Use gestures or non-verbal communication more than spoken communication
- Find it difficult to make links that others see as obvious

Strategies That Help

1. Modelling

- Allow pupils to see work that has already been done
- Allow pupils to see the steps that take place to produce a piece of work or model behaviour.

2. Metacognition strategies

- Encourage pupils to understand their learning and reflect on how they learn
- Allow pupils to develop an idea of what learning strategies work best for them

3. Improve self-efficacy

- Be specific with pupils about what they have done well
- Talk to pupils about what they can achieve and what they can do to reach those goals

4. Reading Comprehension Strategies

- Explicitly teach techniques to improve comprehension and understanding
- Think about how pupils can be aided to improve their literacy in lessons

5. Attendance and Punctuality

- Be very clear about the support you are offering to pupils who have been away
- Welcome back pupils who have been away and ask them about how they are

6. Involve parents and encourage involvement

- Allow parents to feel empowered to help their pupils at home through supportive communication.
- Trips and practical experiences should be supported and help to access this should be signposted.

8. Oracy

- Develop a clear route to improving speaking and listening skills in class

9. Build Relationships

- Try to have conversations with pupils that allow them to feel empowered and wanted in school

10. Feedback

- Be as specific as you can when giving feedback
- Try to be as timely as you can with any feedback, this may be along your 'bus-route'

Inclusive PPT Slides

Below is a slide with some common tips to help build an inclusive PPT slide, this will be for all pupils.

Give the background of the slide a pastel colour, this helps all pupils to read the text.

Where possible ensure that tasks are written as well as given verbally

Where possible provide prompts to allow pupils to get started.

Try to reduce the amount of writing on the slide and where possible help reading.

What ideas do we have of our seasons?

Under the headings below, write down what weather you would expect and what weather you definitely wouldn't expect at those times.

Winter
Spring
Summer
Autumn

Think about precipitation, wind, temperature, sunshine in your answer.

Use an appropriate font, to help with the reading, ideally, this should be century gothic or comic sans, in either case you are looking for an a to be written like a as oppose to a

Give relevant pictures as well as written information to contextualise the information.

LSA Utilisation

The teacher should have a clear understanding of the needs of the pupil and the lesson and role of the LSA in the lesson should be planned with this in mind.

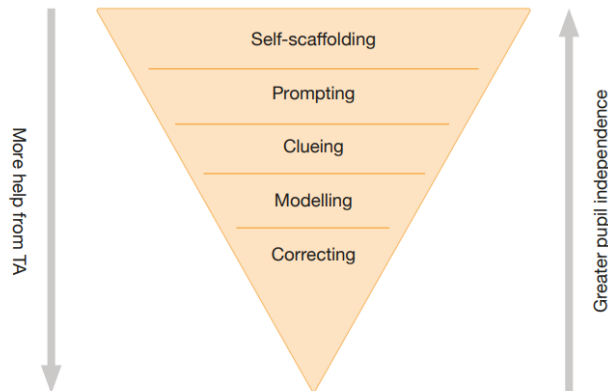
If for some reason a pupil feels they do not need support or are working well and independently please see below some ideas about how LSA's can be best utilized.

Method	Description
Relaying	LSA moves between different pupils in the lesson, particularly those identified by the teacher that need support including groups, in class action or those who might need support.
Zoning	Set up a seating plan and ask the LSA to work within an overall area of the classroom where many pupils might benefit simultaneously.
Coaching	The LSA can work with a group with an extended reading task or group task and guide them through it, they might also want to do this when the task is harder.
Facilitating	The LSA can have a laptop or specialist equipment where pupils can come to them as a drop in to provide additional support.
Supervising	Ask the LSA to work with other members of the class while the teacher works with the pupil that the LSA normally works with.
Safeguarding	LSA can assist with the monitoring of risky tasks or when there might be some peer conflict (this needs to be communicated properly with the LSA first). LSAs might be best utilized in this situation with those who are visually impaired or have another medical difficulty.

The main aim for all pupils is to ensure that they are developing the skills to work independently. This should be thought about in the provision of LSAs and in AOIB.

Correcting and modelling should be last case scenarios.

Please see below;



Guide for LSA's and Teaching Staff of Terms above;

1. Self-scaffolding

Pupils will struggle but attempt to work it out themselves, this is desired as it helps to build independence.

2. Prompting

This is a nudge in the right direction such as ... 'what could you do next?' or 'You can do this, because...'.

3. Clueing

Give very small clues to answers, try to start with the smallest queue and build your way up.

4. Modelling

Preferably done with a brand-new task. LSA will model the task and then the pupil(s) can complete this afterwards.

5. Correcting

This should be avoided at all costs. There is not independent thinking accrued in this instance.

Exam Access Arrangements

What are exam access arrangements?

This is additional support during an exam so pupils are not disadvantaged. This must reflect a pupil's normal way of working and a school must show **evidence over time** to support this.

Common Exam Access Arrangements

Additional Time
Reader or reading software
Laptop or scribe
Scribe or word processor
Prompt
Alternative room
Supervised rest breaks

Which pupils have Exam Access Arrangements?

This can be seen on Talaxy using the tag icon on page 4. It can also be seen on a Pupil Overview and is available on Spreadsheet of Access Arrangements that has been shared with staff.

How we decide on Access Arrangements

Please see flow chart information on the next page. It is important that evidence is provided at this stage to show how fair any arrangements are to JCQ (exam regulator).

Note that a diagnosis will not automatically grant a pupil Exam Access Arrangements.

General Exam Access Arrangement Feedback for Y7 to Y10

Please provide feedback during important or AP tests. Feedback should be sent to examaa@alsagerschool.org Provide information on the feedback form to show the usefulness of the Exam Access Arrangement.

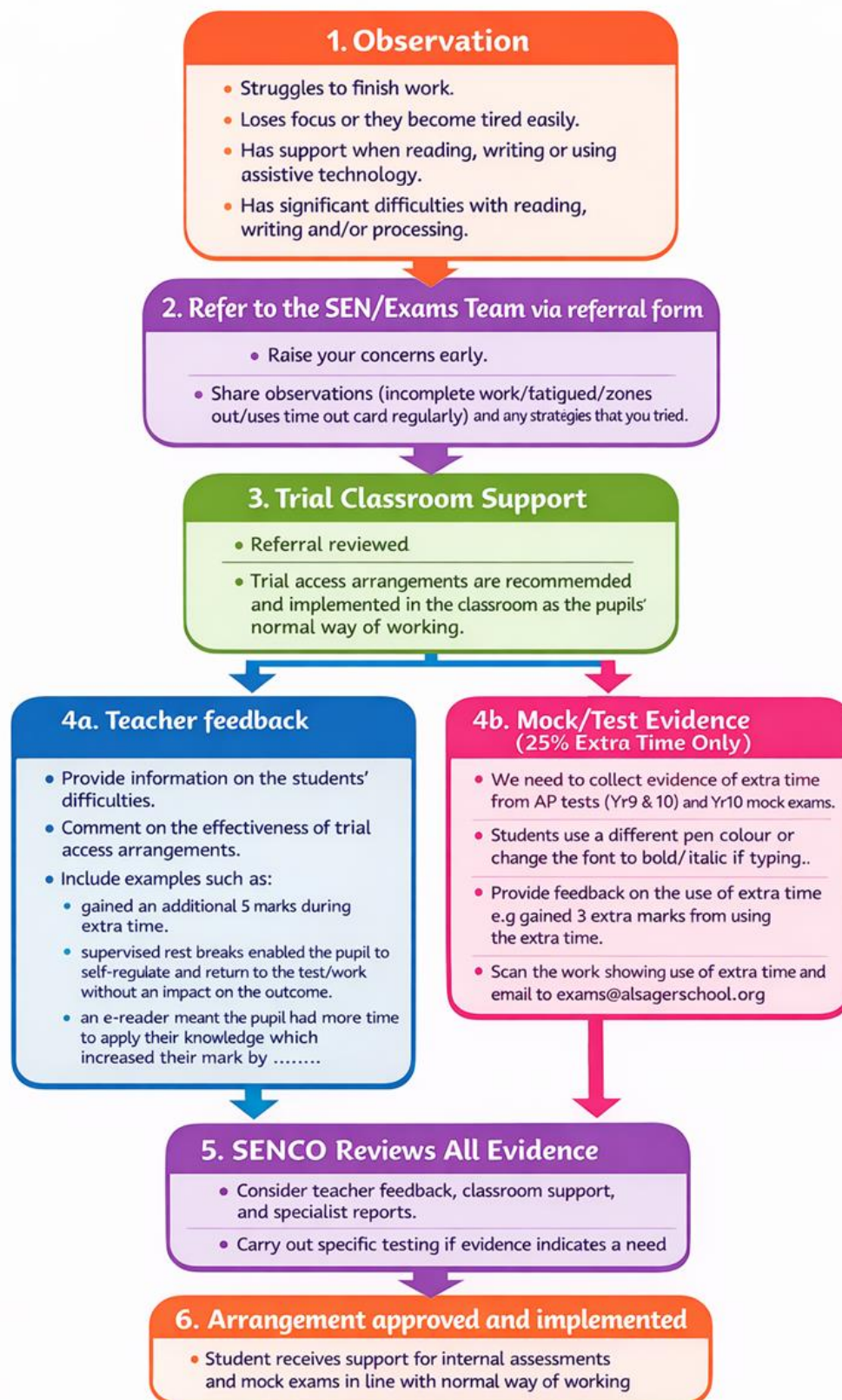
Evidence of Extra Time for Y9 and Y10

Evidence of extra time should be sent to examaa@alsagerschool.org which is in addition to general Exam Access Arrangement feedback.

This should include a scan or document with work completed during extra time to be clearly shown, this can be done with a highlighter, change of pen colour or font.

Additional comments should be provided by the teacher to outline the difference that extra time has made.

Flow Chart to Show Assessment of Exam Access Arrangements



TEACHER'S INCLUSION COMPANION



Our Top Strategies



COMMUNICATION AND INTERACTION

- Use visual feedback to aid pupil understanding
- Chunking of tasks
- Emphasize key words
- Show expectations
- Clear job allocation in groups
- Relationships are really important
- Decode the classroom



COGNITION AND LEARNING

- Retrieval activities
- Dual coding
- Reduce copying from the board
- Timely feedback during points of transition
- Use more than just writing to show progress
- Make LO slides smaller
- Word Mats to help pupils with vocabulary



SEMH

- Whiteboards, low stakes quizzes
- Checking in with pupils
- Modelling to pupils of work and behaviour
- Pre-warnings regarding lesson transitions etc
- Be specific in praise (grows efficacy and belief)
- Understand what different staff are doing with pupils
- Building Relationships



VISUAL AND HEARING

- Reduce information on slides
- Changes to seating plan
- Large fonts
- Print outs
- Have pupils with hearing and visual issues in mind
- Get to know them



SENSORY AND PHYSICAL NEEDS

SENSORY NEEDS

- Ensure classroom is clean and tidy
- Time out breaks during active activities
- Build Relationships



PUPILS WITH SENSORY PROCESSING NEEDS

- Reduce information on slides
- Changes to seating plan
- Large fonts
- Print outs
- Have pupils with hearing and visual issues in mind
- Get to know them

