

Henry Green Primary Inclusion Framework

	SEND K Designation/Pre-key stage identification via SALT checklist		Thrive intervention/ SEMH identified and included on the SEND register/medical needs recorded		MASH referral/Early help/attendance 85%	
Tier 1- All Pupils	All Pupils/wave 1	All children have access to concrete apparatus when needed.	All Pupils	All children have access to breakfast, reflection room, learning mentor and emotional available adults. The behaviour policy is built on research and allows all children the chance to reflect and regulate through restorative conversations.	All Pupils	Have their attendance recorded daily and absence is followed up.
		Achieve learning objectives at relational and extended abstract tiers		Follow Mind up programme and Jigsaw programme to support emotional regulation through Mind up lessons, brain breaks promoting the language of emotional understanding.		Are observed everyday by a staff member who knows them well.
		Are able to use Anchor charts, table top learning mats, CARRY ON strategies, to access in class learning		All parents have access to Parent hub daily/parent gym		Are cared for by staff who are able to identify safeguarding concerns and act upon them.
		Have opportunities to access a curriculum which is appropriately challenging.		Thrive assessment, thrive assemblies, underpinning approach of thrive embedded and modeled by all staff.		Understand when they are at risk and can tell someone who will help
	LEARNING		WELLBEING		SAFEGUARDING	
	Who	What Practice and Systems	Who	What Practice and Systems	Who	What Practice and Systems
Tier 3- High support needing	Students with EHCP/wave 3	Access to sensory and communication curriculum through structured TEAACH within the Pink and Yellow Classes.	Pupils with diagnosed medical condition or other disability	External referrals to CAHMS, Vulnerable hot clinic and other professionals.	Pupils at risk of significant harm	Have a lead professional identified from LA- updated by all staff.
		Known to all staff and receive the specialist provision identified on their EHCP		1 to 1 Thrive sessions		Home visits from Safeguarding team
		Access provision through an adapted curriculum		Access to school counsellor		Are allocated a key worker who ensures that Statutory Plans are upheld and promoted within the school.
		Learning is assessed and planned through the Engagement model		Create a pupil passport with parents and child, actioned by all staff, which identifies needs and levels		Follow legal procedures for attendance
	EHCP/EHCP Requested/EP involvement		Health Care Plan/Parental concerns raised		CP/CIN/LAC 50% attendance	
Tier 2- Identified needs	Pupils with identified Learning needs/ wave 2	Create a pupil passport with parents and child, actioned by all staff, which identifies needs and levels	Pupils identified with Health and wellbeing needs		Pupils at risk of negative impact to welfare and/or life outcomes	Refer to LA attendance advisor and a possible Parenting contact/action plan. Have their concerns and needs recorded and monitored.
		The use of colourful semantics, visuals, scaffolded learning and other resources to support learning		Learning mentor check in cards, reward charts, dinner passes, structured walks		Home visits from Inclusion/Safeguarding team. Receive appropriate support and advice from trained staff.
		Sensory screening and use of Sensory room and soft play.		Thrive group interventions		Are sign posted with parents to external agencies including Early help- signposted to Parent Gym.
		Have a Plan Do Review which all staff who know them contribute to		Learning mentor check ins and mentoring from Member of Inclusion team		Are allocated a key worker who supports the family and updates staff