

Rationale for Edale Rise's Inclusion Base.

Terminology:

Inclusion Base: bespoke groups set up to support children and young people in accessing teaching and learning as well as specific social and/or sensory experiences in response to their individual needs.

Overview

School Name	Edale Rise Primary and Nursery School
Name of Inclusion Base	The Base
1. Intended purpose of the provision	To meet the needs of those pupils who are not able to fully access mainstream provision despite additional support and reasonable adjustments.
2. What does the provision offer?	The Base provides: • A high staff: pupil ratio • Staff with pupil-specific training, e.g. Moving and Handling, Intensive Interaction, physiotherapy interventions • A curriculum focused on the development of communication and interaction skills • A progressive academic curriculum appropriate to the stage of its pupils, based on the EYFS Framework and the National Curriculum. • Dedicated time for the teaching of life skills • 1:1 teaching time for each pupil for subject specific learning • A continuous provision / free flow model for learning through play • Off-site visits selected and adapted to meet the needs of the pupils
Which pupils access the provision?	Entry Criteria: Children may be moved into The Base part way through an academic year, they may join at the start of a new academic year having previously been in the mainstream classroom, or they may start Edale Rise and go into The Base immediately. • All children have an identified communication and interaction need • All children have been granted, or be in the process of, applying for HLN funding • All children are working Below Age Related Expectations in at least one core subject • All children will have an EHCP, or will be in the process of gathering evidence to make an application • Parents will have been consulted on the appropriateness of The Base for their child, and will have consented to their place • There is a cap on the number of children able to access The Base, based on the number of staff available and the space available. Exit Criteria: • The child is able to access parts of the school day without adult support. • The child is able to engage in an adult-led activity not of their choosing for at least 10 minutes. • The child is able to access an adapted curriculum, based on what the whole class are learning. • The child has made accelerated progress in terms of communication and interaction.

	When the SENDCo and parents feel that a child is ready, a staggered re-integration into the mainstream classroom will be trialled. It will start with them accessing appropriate parts of the school day, with support from an adult. This support will then be gradually withdrawn, and then additional parts of the day will be added to the routine. Each additional step will be reviewed for a period of time and parents will be consulted before a change is made. Where possible, pupil voice will be sought also.
4. Inclusion	How The Base pupils are integrated with the wider school community: • At lunchtime pupils are on the playground with peers • Pupils are included in the weekly Take Care assembly • Pupils go swimming with their year group when appropriate • Pupils are included in the residential trips with their year groups • Pupils are involved in the Christmas productions for their year group • Pupils accompany their year group on trips
5. Staffing Who oversees the provision? Who is responsible for planning/teaching and learning? What is the involvement of class teachers?	The Base is led by Miss Fisher, SENDCo. She is responsible for the long, medium and short-term planning, as well as the resourcing for learning. Most of the 1:1 teaching is led by Miss Fisher with modelling and team-teaching taking place with TAs where necessary and beneficial. Miss Fisher is responsible for overseeing the assessment of pupils; this is carried out in conjunction with the TAs in The Base. Miss Fisher is then responsible for personalised target setting and the updating of provision maps. Parents evenings are run by Miss Fisher. Reports are written by Miss Fisher.
6. Curriculum	Miss Fisher is responsible for all curriculum planning for The Base. Long, medium and short terms plans are based on the EYFS Statutory Framework and the National Curriculum. Objectives are set for children that are stage appropriate rather than age related. Each half term has an overarching topic where links can be made to all areas of the wider curriculum. In English and Maths B Squared assessments are made of the children each term, in line with whole school assessment requirements. Sequences of lessons are planned based on individual pupils' level of development. In English, sensory stories are predominantly used to engage children in books related to that half term's topic. In Maths, coverage of the 4 strands (number, measurement, geometry and statistics) is ensured within each half term period. Where appropriate, children will use the Power Maths scheme of work in line with the rest of the school, at a stage appropriate to their current learning level. In addition, skills are measured using the B Squared Communication and Interaction assessment tool each term for 6 areas (Healthy Living; Learning and Engagement; Emotional Understanding and Self-Awareness; Interests, routines and processing; Social understanding and Relationships; and Communication and Interaction). Outcomes in this assessment inform the Continuous Provision planning, which includes personalised target activities.



7. Assessment	Termly assessments are made of the children in Reading, Writing, Maths and Communication and Interaction. These assessments are made by Miss Fisher. These are shared with parents each term, and discussed during parents' evenings. Pupils are provided with individual targets based on their assessments. Staff evidence when pupils have securely achieved them on 5 occasions, and then a replacement target in that area is set. EHCP Reviews are organised and chaired by Miss Fisher, ensuring all relevant professionals are involved.
8. Involvement of Stakeholders Parents, Staff, Governors, Professionals/Specialist Support Services:	The inception of the Inclusion Base was a collaborative process. An Autism Support Teacher from the IES Service provided a wealth of expert knowledge to guide the process. Since it has been up and running the AST has visited to quality assure the provision. Parents' opinions will be sought as the Inclusion Base develops. Miss Fisher attends all of the Local Authority Inclusion Base networks to update her CPD. This is then disseminated with The Base staff. Miss Fisher also attends the Transform Trust Inclusion Base training.
Date written:	20.9.26
Date updated:	
Date to be reviewed:	20.9.27 or sooner if changes are made