

## Guidelines For Inclusion

Guidelines for good inclusive practice will be based on the premise that provision will always start with consideration of the child's needs and will remain child centred.

Inclusion will be a process of development that responds appropriately to the diverse and changing needs of the child.

Key principles for good quality and successful integration include;

**1. The development of functional communication, where respect and attention will be given to all intentionally communicative behaviour: e.g.**

Children for whom speech and language is a difficulty, respond well to the minimal language load of visual support. Where possible, the focus on complex spoken instructions will be minimised, and augmented by pictures, symbols, vocal and facial expressions etc. The average child will respond to a question, instruction or stimulus within 3 seconds. For the SLCN child, speed of processing of information is likely to be impaired and the '10 second rule' should be employed.

**2. Regular communication between involved staff to ensure informed and effective provision: e.g.**

Integration targets will be arranged between SLD and mainstream staff. These may be as diverse as preparation for full time integration to mainstream in KS2, to remaining in the room without disturbing others, to practising turn taking etc. Successes as well as concerns need to be share and communicated regularly.

All involved adults will work together to overcome behaviour difficulties, as a solution focused partnership.

**3. Access to carefully planned inclusion and differentiated activities: e.g.**

Integrators should have their own seat, book, resources etc. and be made to feel the same as any other class member.

Input can be differentiated by repeating information and instructions in short, clear 'chunks' and asking key children to repeat back salient pieces of information.

Children from the SLD will often hear and understand key/concrete information carrying words. Abstract words are often missed or misunderstood. Common difficulties include concepts such as first/last; before/after; same/different; in front/behind. They are also likely to struggle with idioms, sarcasm; inference and deduction. It should not be assumed that these children have understood, and teacher and TAs should modify language accordingly.

**4. Team meetings:**

Mainstream teachers, SLD teachers and SALT staff will liaise jointly in order to ensure the wellbeing and potential for learning of those children who integrate, and will contribute accordingly to assessment and reporting as appropriate.