



By Brook Valley Primary School  
Inclusive Offer/Inclusive Classroom



Communication and Interaction	Cognition and Learning	SEMH	Physical and Sensory
<p>Clear routines and structures- any changes children are fully prepared for before hand</p> <p>Greeting and saying goodbye to all</p> <p>Coloured slide backgrounds- pastel shades on IWB</p> <p>Dyslexia friendly font – arial, comic sans, verdana and Tahoma</p> <p>Double spacing avoid italic and underlining</p> <p>Clear presentation on slides</p> <p>Organised classroom – clear so that children can independently access resources</p> <p>Seating plan- individual for the children not just ability</p>	<p>Clear verbal instruction broken into manageable chunks</p> <p>Organised classroom – clear so that children can independently access resources</p> <p>Time limits and movements breaks- active, brain gym</p> <p>Visual resources and manipulative to scaffold and support</p> <p>Clear modelling and repetition Use the language of choices- 2 options Positive praise and behaviour management</p> <p>Reflect instruction back to T or TA</p> <p>Growth mindset approach</p> <p><b>Individual resources- visual prompts to success</b></p>	<p>Growth mindset approach</p> <p>Greeting and saying goodbye to all- check in</p> <p>Celebration assemblies and displays</p> <p>Worry box</p> <p>Allocated calming area</p> <p>Feeling thermometer</p> <p>Cosmic yoga</p> <p>Calm classroom- possible music, diffuser?</p> <p>Circle time- ad hoc and needs driven not just timetabled</p> <p>Take 5 on your hands- relaxation techniques</p> <p><b>Blob tree and ELSA Self-regulation basket</b></p>	<p>Coloured slide backgrounds- pastel shades on IWB</p> <p>Dyslexia friendly font – arial, comic sans, verdana and Tahoma</p> <p>Double spacing avoid italic and underlining</p> <p>Clear presentation on slides</p> <p>Organised classroom – clear so that children can independently access resources</p> <p>Clear verbal instruction broken into manageable chunks</p> <p><b>Sit of a chair during assembly</b></p> <p><b>Wobble cushion/resistance bands on chair legs</b></p> <p><b>Fidget toy- stress ball- blu-tac</b></p> <p><b>Resources on coloured paper- photocopied larger- visual need</b></p> <p><b>Seating- close to IWB or close to teacher- visual and auditory need</b></p> <p><b>Weighted jacket/blanket</b></p> <p><b>Sensory resources</b></p>



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Dyslexic tendencies	ASD	ADHD	Speech and Language needs
<p>Coloured slide backgrounds- pastel shades on IWB</p> <p>Dyslexia friendly font – arial, comic sans, verdana and Tahoma</p> <p>Double spacing avoid italic and underlining</p> <p>Clear presentation on slides</p> <p>Organised classroom – clear so that children can independently access resources</p> <p>Spellings and vocabulary books</p> <p><b>Access to coloured overlay</b></p> <p><b>Dyslexia friendly exercise books</b></p>	<p>Clear routines and structures- any changes children are fully prepared for before hand</p> <p>Visual timetable</p> <p>Clear verbal instruction – manageable chunks</p> <p>Now, next, then language to support sequencing and transitions</p> <p><b>Individual visual timetable</b></p> <p><b>Individual now, next, then boards</b></p> <p><b>Challenge to share resources and collaborate</b></p> <p><b>Instructions given after the prefix of the child’s name</b></p> <p><b>Language of choice- limited to two</b></p>	<p>Movement breaks and opportunities to move- dough disco</p> <p>Clear routines and structures- any changes children are fully prepared for before hand</p> <p>Calm classroom</p> <p>Sketch book- doodle focus</p> <p><b>Seating plan- away from distractions/in an area where they can move easily/frequently</b></p> <p><b>Jobs to ensure movement breaks</b></p> <p><b>Visual timetable</b></p> <p><b>Allocated calming area- den or tent</b></p> <p><b>Fidget toy/blu-tac</b></p> <p><b>Weighted jacket/blanket</b></p> <p><b>Resistance bands on chair legs</b></p>	<p>Clear verbal instruction – manageable chunks</p> <p>Partner talk- A and B partners to ensure all participate verbally</p> <p>Model good communication</p> <p>Try not to ‘correct’ inappropriate speech/sounds but reflect back the correct</p> <p>Praise for correct/clear speech and sentence structure</p> <p>Promote responses that require full sentences</p> <p>Visual prompts to support phonic recognition</p> <p><b>Personalised visual prompts to support phonic recognition of key difficulties</b></p>

The above lists reflects the inclusive offer at By Brook and as such, we would expect to see it in our classrooms as part of our best practice/quality first teaching.

**The points made in bold text refer to more specialised measures for key children or groups. We would not routinely expect all children to have these.**