send ADMISSIONS GUIDANCE inclusion

matrix

Please complete this tool in conjunction with ‘Expectations of Schools’ SEND Education and Training Provision’ document.

<https://www.plymouth.gov.uk/sites/default/files/Local%20area%20training%20and%20provision%2020180412.pdf>

The examples provided are for guidance purposes only.

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| --- | --- | --- | --- | --- | --- |
| **Concern (including supporting evidence)** | **Frequency and severity of concern** | **Reasonable adjustments/steps to minimise impact and remove barriers to inclusion** | **Cost of steps required** | **Possible residual effects of steps if taken** | **Reasonable adjustments/steps to minimise or remove residual effects** |
| *Example: Pupil’s inclusion would have a detrimental impact on other specific pupils within the school during unstructured times.* | *How often would the pupil come into contact with other specific pupils?**Evaluation of the severity of impact on specific pupils.**(Daily/weekly occurrence and severity of impact with evidence).* | *Possible adjustments:** *Consideration of ways to reduce contact with specific pupils.*
* *Arrangements for break and lunch times, such as offering a particular space or club.*
 |  | *Consider the impact on both the pupil and other specific pupils. For example,* * *Would a high level of TA support have an adverse impact on the pupil?*
* *Would social opportunities be limited?*
 | *Consider possible adjustments to remedy residual effects. For example:** *additional training for TA*
* *provision of ‘safe place’ in times of difficulty*
* *support for development of peer group during unstructured times.*
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| *Example: Pupil’s inclusion would have a detrimental impact on other specific pupils within the school during teaching time.* | *How often would the pupil come into contact with other specific pupils?**Evaluation of the severity of impact on specific pupils.**(Daily/weekly occurrence and severity of impact with evidence)* | *Possible adjustments:** *additional adult support (frequency and nature of support)*
* *consideration of tutor and class groups.*
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