Those are the strategies that you suggested to support children with specific barriers to inclusion:

**The new child.**

* Guided tour with teacher
* ‘Get to know me’ sessions
* Visual timetables
* Books and resources about new places and experiences
* Encouraging talk so they can tell you if they need anything
* EAL/SEN get in contact with relevant people
* Prep the class before the new pupil comes (if not at the start of September) and explain expectations, discuss with the pupils how they could make the new child feel welcome
* Pair them up with a child in your class that you know is sociable and welcoming. This allows them to have someone introduce them to new friends/show them around school.
* Buddy system with a kind child who can include the child
* 1-1 time with Ta and teachers
* Students to give school tour to new child
* Little introduction to the new child, remind the class the values - be welcoming, respectful etc.
* Give them specific jobs in the classroom.
* Read stories to the class to prepare them for a new student, and how to greet them kindly.
* Discuss with the class before the student starts - during circle time etc.
* Pair the child in the classroom with a friendly and welcoming child.
* Pair the child with someone at break time so they settle in.
* Collaborative learning in the first few weeks.
* Give the new child a buddy - confident and ‘popular’ child to introduce the new child to the ways of the school and to a lot of other children.
* ‘Buddy system’ pair with child with similar interests
* Using additional staff where possible to get to know the child
* Parent involvement where possible
* New school environment: mindful of lack of knowledge of routines, roles for children in the class to help, assess what level they are working out - use of TA or additional adults, include parents in transition.
* Potential SEN needs: assessment of child needs, discussion with child about what they feel they need and their way of communicating, include parents in conversation.
* Seclusion for friendships: a buddy system, activities specifically for friendship (introduction/throughout the week), model good friendships and help curate them, include friendships and inclusion in lessons.
* Buddy-up system- 1 to 2 pupils - Helps them to have a friend, introduce them to school, show them around, how lunchtime, play times work
* There could be cultural differences or ESL - these could be a barrier - so providing that support, whether it be through peers or speaking to parents to make them feel welcomed.
* Barriers - confidence with class who all know each other, possible EAL, change in area, gaps in knowledge
* Support - buddying system, ice breakers, finding common ground
* A ‘buddy’ system - positioning friendly children with the new child - group activities - PSHE activities (kindness) - communication - patience
* ‘Get to know you’ games
* Name badges
* Assign a ‘buddy’
* Communicate with parents / old school
* Taking the time to get to know them one-to-one
* Ensure the class know the child may have difficulties
* Encourage collaboration

**The child who is often in trouble and has a reputation as being ‘naughty/troublesome’.**

* Some children don't respond to whole class behaviour management techniques for positive reinforcement. Can create specific techniques that a certain child responds to.
* Ensure work is pitched at the correct level. Some children become disruptive to hide that they are struggling to understand the task.
* Having alternative ways to manage behaviour
* What's their background?
* Giving them a way back in.
* Emotion coaching - zone of regulation.
* Fiddle toys (blue tac)
* Don’t give them the attention in front of the whole class when they need a verbal warning - instead kneel down to the child’s level and use a quiet voice so that they know the warning is directed at them.
* Get the child assessed,
* Put the child into Bubble Rooms to talk through their problems and what may be causing the bad behaviour
* If bullying is a problem, get the bully and the bullied to talk together in a neutral environment
* More supported learning (general strategies might not be working, so something more tailored to the child)
* Looking for the route of any behaviour concerns (is there an underlying SEND, maybe SAL)
* Unpack the ‘reputation’ to change the adults outlook around the child’s behaviour
* Discuss inclusion with class.
* Behaviour chart and positive reinforcement.
* Discuss with parents.
* Additional and more specific praise, focusing on their positive behaviours
* Personalised behaviour strategies and chart
* Avoid labelling and preconceived ideas given to you. Build a good relationship and your own understanding of what’s behind the disruptive behaviour.
* Support - giving jobs and a purpose, having conversations for 5/10mins, careful choice of language, understanding why, never labelling the child as naughty only their behaviour
* Giving them lots of positive praise and positive attention, perhaps jobs to do.

**The very quiet child.**

* Initial talks with child, see if there is a cause
* Talks with parents to check in ‘they’ve been shy today, how is everything?’
* Don’t over worry a parent if the child is willing to talk and share, see if it can improve or be managed with some strategies. Wait until parent conversation isn't just a concern but what you're doing about it.
* Struggling academically bigger concerns to address with parents
* Asking for questions to be answered as a class not pressuring individuals, bring their confidence down
* Allow to use whiteboard to contribute or tell a TA/teacher answer want to give
* All say answer together rather than be focus of attention
* Partner work - with a friend
* Listen when they want to contribute
* Build confidence
* Be aware of speech and language difficulties - speak to parent/ SENCO
* Communicate with parents
* Be aware of groupings / putting them on the spot
* Check for underlying issues
* Talk to them
* Are they non-verbal? Provide visual aids

**The child who has got no one to play with at break time/sit next to at lunchtime and relies on adults (e.g TA/lunchtime assistant)**

* Playground pals
* Ask the child - it might be a choice
* Speak to the child to find out why they aren't playing with the other children, get the the bottom of the reason first before implementing strategies.
* Organised games timetable
* Basket of toys to make it fun
* Lead by example - teacher joins in/starts off a game.
* Talk to the parents - what are they like outside of school?
* Friendship groups.
* Model play with another child - adult to support to begin with and then let them play independently.
* Introduce more friends into the group.
* Choice of indoor or outdoor play.
* Buddy system; 1 to 1
* Playground buddy system; general
* Specific area in the playground
* Teacher to pull aside more confident/friendly child who might be able to include the child in more games
* Emphasis on loneliness etc in PSHE
* TA / older children leads playground games
* Buddy in playground
* Don’t force them to interact, or send them away
* Lunchtime clubs so children can meet friends e.g. book and biscuit club, lego, art club
* Book trolley on playground for kids not wanting to run around.
* Pair with a really friendly and accomodating child (buddy system)
* Buddying up with a more confident/sociable child, use PSHE or other times in class to discuss friendships or other pastoral support (maybe 1:1) to support integration, generate inclusive games or activities for breaktime

**The child who finds significant difficulty in or refuses to do PE.**

* Speak to the child one-to-one
* Setting one single activity which is achievable (build that up)
* Communicating the plan/expectations for the lesson before it commences (with videos)
* Give child opportunity for other physical exercise
* Ensure PE lessons have variety of warm-ups
* Working to build confidence, ‘join in, bit by bit, when you feel comfortable’
* A focus on encouragement to build confidence
* Unpack that outside influence (social media, parents)
* Having conversations about positive body image - trying to get rid of the stigma attached to P.E and body image
* Listening to the child - the child’s voice. What would they enjoy doing? What are they able to do?
* Is it a body image issue? Low self esteem?
* Physical barriers?
* Alternative activities (other than usual competitive sports / physically demanding tasks)
* Assign a role (e.g. referee)
* Buddy system / be aware of groupings

**The child displaying aspects/symptoms of additional needs/difficulties, but is as yet undiagnosed (e.g. ASC, Tourette syndrome, ADHD tendencies)**

* Interventions for children who are often absent- gaps in their learning
* Hearing aids etc. - making sure the other children know and respect the child who has additional needs, can be helped by having professionals come into school and teach the children / making it into a super power
* We discussed how the environment can affect children's learning. Two children were sat at the back of the class and realised that they struggled to see the board. After some observations, parents took the children to the opticians and as the children were waiting for the glasses, they moved the children to the front so that it does not impact learning. But this could have been picked up during transition day to have support in place for September.
* Adapt your classroom to the needs of your children. A display might be distracting for one child displaying undiagnosed ADHD/Autism but not for another. Building positive pupil relationships and getting to know your children will help adapt your classroom setting to suit them. E.g. Using hessian instead of colour displays etc.
* Clear steps towards getting a diagnosis
* Discussion with the child, acknowledging their struggling and emphasising how well they are trying etc
* Own research/ active discussions with EG school nurse about what we as the teacher can do to support them
* Differentiation in terms of i.e. work sheets
* Extra teacher time/TA support where appropriate/required
* Active discussion with SENCO - any advice, what can be effective, draw on previous experience
* Wiggle seat, to give them their own space in class and assembly.
* Sensory activities/area to calm down in
* Ear defenders
* Sticker chart
* Visual timetable
* Non-verbal support - Poster in classroom with different colours so students can pick a colour they feel, then pick a part of their body where they are feeling this colour and then pick a line that they are feeling (wobbly, zig-zag), for students that may not want to verbally express how they are feeling. (A scheme one of our schools started).
* Different teaching aids when delivering lessons - whiteboards, laptops, iPads, speech-to-text, scribe e.t.c, to support different learning styles and needs.
* Certain resources - listening - discussion with the child - layout of the room (tables/ table partner) - recording and monitoring where needed - different learning approaches - communicating with other adults (parents, other staff members)
* Record and monitor triggers in order to mediate impact and implement strategies to support that child based on potential or alternative diagnoses. Take a child-centred approach, communicate with other adults, and open a dialogue with parents. Talk to school SENDCO and/or previous teacher.
* Mixed ability groups - paired with higher attainers to help them
* Try new ideas and adapt
* Be transparent with the child - ask what could be done to help
* Regular meetings with carers/parents (termly or every half) this is to check in and see how the child is doing at home. Do they have any strategies to recommend?
* Consistency
* make sure they are following the rules for all children
* Communication with other pupils in the class. Ensuring the children understand why this child might have additional support.
* Keep a record of triggers
* Communication with the child. The child understands their own needs. Could perhaps have a time out area where the child can go and cool off.
* Have conversations with parents/carers
* Come up with strategies to deal with any symptoms that they display