

# Specialist Base (DSP) Inclusion pathway



| Getting Ready                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Taster inclusion                                                                                                                                                                                                                                            | Reverse inclusion                                                                                                                                                                                                                                                                        | Generic Inclusion                                                                                                                                                                                                                                                  | Bespoke inclusion                                                                                                                                                                                                                                                                                                        | Exit Pathway                                                                                                                                                                                                                                               |
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| Pre inclusion                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                          | Inclusion                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                          | Mainstream                                                                                                                                                                                                                                                 |
| <b>Within the Specialist Base (DSP):</b> <ul style="list-style-type: none"> <li>- Zones of regulation interventions (so we manage our emotions)</li> <li>- Social interaction groups (so we can develop social skills and make friends)</li> <li>- Independence skills (so we can learn for short bursts independently)</li> <li>- Transition skills (so we can move from one activity to another and feel regulated <i>AND</i> move around the school safely)</li> </ul> | <b>One off inclusion opportunities such as:</b> <ul style="list-style-type: none"> <li>- Summer Fair</li> <li>- Sports day</li> <li>- Panto</li> <li>- Class trips</li> <li>- Special visitors</li> <li>- Swimming</li> <li>- Special Assemblies</li> </ul> | <b>Visits to the Specialist Base (DSP) by:</b> <ul style="list-style-type: none"> <li>- Positive peer role models</li> <li>- Teachers from the mainstream to meet the children, teach in short bursts (read a story) etc.</li> <li>- Children from mainstream with SEND needs</li> </ul> | <b>Specialist Base (DSP) children going to mainstream for general opportunities:</b> <ul style="list-style-type: none"> <li>- Assembly</li> <li>- PE</li> <li>- Playtimes</li> <li>- Lunch (eating in hall)</li> <li>- Curriculum Enrichment Activities</li> </ul> | <b>Specialist Base (DSP) children able to access the generic offer and beginning to attend inclusion opportunities based on their strengths and interests:</b> <ul style="list-style-type: none"> <li>- Maths</li> <li>- Science</li> <li>- Literacy</li> <li>- Geography</li> <li>- Topic</li> <li>- Phonics</li> </ul> | <b>Specialist Base (DSP) children are accessing 60%-70% inclusion within the mainstream (Can be supported)</b> <p><b>Next:</b></p> <ul style="list-style-type: none"> <li>- Annual review to remove Specialist Base (DSP) from plan.</li> <li>-</li> </ul> |

| <b>Pathway 1</b><br><b>Specialist Base (DSP) to Special</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Pathway 2</b><br><b>Specialist Base (DSP) to Specialist Base (DSP)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Pathway 3</b><br><b>Specialist Base (DSP) to Mainstream</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p>Think NEEDS and PROVISION</p> <p><i>This child is making limited progress on the inclusion tracker. School have put in place additional support to access inclusion.</i></p> <p><i>The child remains in the pre inclusion stage over a prolonged time period.</i></p> <p><b>Child or young person:</b></p> <ul style="list-style-type: none"> <li>- Struggles to access learning within a mainstream environment.</li> <li>- Requires a completely bespoke curriculum offer.</li> <li>- Requires adult support to access learning, social opportunities, self-regulate and/or for self-care.</li> </ul> | <p>Think NEEDS and PROVISION</p> <p><i>This child is making progress on the inclusion tracker, they have progressed from Generic to bespoke and are accessing a range of learning opportunities across the school, however they still require access to specialist teaching within the Specialist Base (DSP).</i></p> <p><i>The child remains in the inclusion stage.</i></p> <p><b>Child or young person:</b></p> <ul style="list-style-type: none"> <li>- can access some mainstream learning as a whole class (with support) alongside accessing bespoke support in small groups Specialist Base (DSP).</li> <li>- can work independently and be left alone for short periods of time.</li> <li>- is beginning to learn how to self-regulate and learn strategies to manage emotions and requires support to co regulate with explicitly taught strategies for managing emotions, self-regulation and building and maintaining trusting relationships.</li> <li>- requires access to nurture-based activities and safe spaces.</li> <li>- wants to communicate with others (this may be on own terms using preferred method of communication such as verbal alongside Signs and/or symbols and they may not get it right)</li> <li>- wants to engage with adults and peers for interaction and learning (with support)</li> <li>- can access a broad and balanced mainstream curriculum in bursts (may not be current cohort)</li> </ul> | <p>Think NEEDS and PROVISION</p> <p><i>This child is making progress on the inclusion tracker. They have progressed through the tracker to mainstream.</i></p> <p><i>The child has reached the mainstream stage. Their inclusion is in the 60 – 70% range.</i></p> <p><i>Their needs can be met within mainstream (with support) and they access the Specialist Base (DSP) less frequently.</i></p> <p><b>Child or young person:</b></p> <ul style="list-style-type: none"> <li>- can access all of their learning within mainstream, with support.</li> <li>- Can make connections and build relationships with key adults/peers.</li> </ul> |