Inclusion Matrix

The Constellation Trust







THE CONSTELLATION TRUST

Cognition & Learning

Wave 1 – Quality First Teaching
(Classroom Provision)

• Explicit, systematic teaching of new concepts using modelling and worked examples
• Clear key questions linked to long- term curriculum intent
• Tasks broken into small, sequenced steps with gradual removal of scaffolds
• Use of concrete, pictorial and abstract representations across subjects
• Regular retrieval practice and cumulative review
• Visual supports: working walls, word banks, checklists
• Adaptive questioning to identify misconceptions during lessons
• High expectations for independence and cognitive effort
• Alternate means of recording information (e.g. sound buttons)

Wave 2 – Targeted / Additional Support

• Short, time-limited small-group interventions linked directly to classroom learning
• Pre-teaching of lesson concepts, vocabulary or methods
• Structured catch-up programmes for literacy and numeracy
• Diagnostic assessments to identify precise gaps in learning
• Overlearning and repeated practice sessions
• Entry and exit criteria with regular review
• Enhanced home/school communication reporting systems

Wave 3 – Specialist / Intensive Support

• Highly individualised learning programmes based on specialist assessment
• Personalised or adapted curriculum pathways where required
• Specialist teacher input (e.g. dyslexia, cognition and learning specialists)
• Placement within internal specialist provision or base
• Commissioned external agency support
• Multi-agency planning meetings
• EHCP-led provision with measurable outcomes
Risk Assessment as appropriate PHP as appropriate

Communication & Interaction

Wave 1 – Quality First Teaching
(Classroom Provision)

• Clear, unambiguous teacher talk with key language emphasised
• Visual support for all spoken instructions
• Explicit teaching and modelling of vocabulary and sentence structures (e.g. Oracy Framework)
• Structured talk opportunities embedded into lessons
• Consistent routines and expectations for communication
• Allowing extended processing and response time
• Inclusive classroom layouts to support attention and interaction

Wave 2 – Targeted / Additional Support

• Targeted language and communication groups
• Curriculum-linked vocabulary intervention programmes
• Pre-teaching of instructions and lesson language
• Use of visual timetables, now/next boards and communication aids
• Adult modelling and rehearsal of spoken responses
• Small-group social communication support
• Support for transitions and unstructured times
• Personalised work station/booth
• Enhanced home/school communication reporting systems

Wave 3 – Specialist / Intensive Support

• Direct Speech and Language Therapy programmes
• Individual communication plans and targets
• Placement within internal specialist communication provision
• Specialist resources or AAC systems
• Multi-agency input including SALT and educational psychology
• Commissioned specialist services
• EHCP-specified communication provision
• Enhanced transition plans to support successful integration
• Risk Assessment as appropriate • PHP as appropriate



Social, Emotional & Mental Health

Wave 1 – Quality First Teaching
(Classroom Provision)

- Predictable classroom routines and clear expectations
- Consistent behaviour approaches used by all staff
- Trauma-informed and attachment- aware practice
- Explicit teaching of emotional regulation and coping strategies
- Restorative approaches to repair relationships
- Positive, respectful adult–pupil interactions
- Flexible task pacing while maintaining learning expectations
- Visual reminders and support for managing behaviour and regulation

Wave 2 – Targeted / Additional Support

- Small-group or 1:1 nurture or regulation interventions
- Time-limited mentoring or key adult check-ins
- Targeted wellbeing and emotional literacy programmes
- Planned regulation breaks and use of calm spaces
- Individual behaviour or regulation plans linked to classroom strategies
- Pastoral intervention programmes
- Increased monitoring and review of emotional wellbeing
- ELSA
- MEPs / PSSPs
- Enhanced home/school communication reporting systems

Wave 3 – Specialist / Intensive Support

- Therapeutic models of education (e.g. Thrive)
- Placement within internal SEMH or nurture provision
- Individual therapeutic programmes
- CAMHS, psychology or counselling input
- Commissioned therapeutic services
- Multi-agency planning and safeguarding involvement
- EHCP-led SEMH provision and bespoke packages
- EBSA Support packages / Attend Framework
- Risk Assessment as appropriate
- PHP as appropriate

Sensory & Physical

Wave 1 – Quality First Teaching
(Classroom Provision)

- Classroom environments organised for physical and sensory accessibility
- Consideration of seating, lighting, noise and movement
- Multi-sensory teaching approaches embedded across lessons
- Clear visual presentation of learning materials
- Planned movement breaks
- Universal awareness of sensory processing needs
- Inclusive access to equipment and resources

Wave 2 – Targeted / Additional Support

- Targeted fine and gross motor skill groups
- Use of sensory tools and aids (e.g. fidgets, cushions)
- Assistive technology to support access to learning
- Time-limited sensory integration activities (e.g. Sensory Circuits)
- Targeted adult support for physical tasks
- Individual access strategies monitored and reviewed

Wave 3 – Specialist / Intensive Support

- Specialist equipment and adaptations
- Occupational therapy or physiotherapy programmes
- Individual physical or sensory support plans
- Medical or personal care plans (e.g. Intimate Care Plan)
- Placement within specialist sensory provision
- Commissioned therapy services
- Multi-disciplinary planning and review (e.g. School Nurse/IPASS/Sensory Processing Team etc)
- PEEP
- Risk Assessment as appropriate
- PHP as appropriate





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