

Inclusion Coach Expectations (Detailed)

A. School Times

1. The school day for staff begins at 8:30am.
2. You will always need to sign yourself into school at or before this time on the Reception i-pad (whilst on Supply) and thereafter, by using your lanyard on the SALTO pad. This is a Health & Safety requirement, allowing us to monitor who is in the building and when.
3. Similarly, if you leave the school premises during the day, you will need to sign in and out on the school i-pad.
4. At the end of the day, The Nest, Sensory Pod and the Reset Room will need to be tidied etc, as per the directions on the bottom of the Inclusion Coach Timetable:

'Tidy up Inclusion Areas 3.10-3.30 – The Nest first (ready for AS club, including Sensory Pod (lights off at socket & tidied ready to be hoovered) Reset Room

- *Cpoms completed daily*
 - *Daily timetable of student support completed – uploaded to SFA G-drive weekly*
 - *Record of Nest Sessions (attendees and activities)*
 - *Record Sensory Circuits Sessions'*
5. The school day finishes at 3:30 so any log-out time on the school i-pad or Salto lock needs to be at or after this time.

B. Sensory Circuits

1. The sessions begin at 8:40am. When the children come in, the circuits should already have been set up by you between 8:30 and 8:40. This is so that Sensory Circuit time is maximised. After the session has ended and the children have gone to class, you will need to clear away the equipment
2. Each child needs to have a completed Consent Form, signed by a parent giving permission for their involvement. These Consent forms need to be collected and stored in the back of the green Sensory Circuit folder which will be kept in the cupboard of the Reset Room.
3. Each session needs to be planned and those plans uploaded daily into Google Drive/Shared with Me/St Francis of Assisi/SEND & Inclusion/Inclusion/Sensory Circuits/Session Plans.
4. You do not need to write up detailed reviews of each session; instead, you should indicate on the register how successful the session was (emoji faces) template to be found in Google Drive/Shared With Me/St Francis of Assisi/SEND & Inclusion/Inclusion/Sensory Circuits/relevant term)
5. However, when a new child starts Sensory Circuits, you **do** need to complete one Sensory Observation Profile per child. Again, when they complete the course of interventions, you will need to complete another of these forms as an Exit Observation Record.
6. This information needs to be uploaded so that Mel Betts (Behaviour Lead) and Rachael Bowen (SENDCo) have up-to-date records of provision for their weekly monitoring.
7. If, on the odd occasion where the Studio space may be out of action, the expectation is that the Sensory Circuit Session continues, either in the Hall (which is always free in the morning) or in the Nest.
8. School needs to keep clear records of session content and attendance for accountability reasons.

C. Support of Individuals Needing a Reset

- Pupils needing a 'Reset' take priority over generally supporting pupils in class.
- The Office will alert you to any pupils needing a 'reset', via walkie-talkie. As per our School Handbook, no personal phones are ever to be used in school for any reason.
- After spending time with a pupil, you must accompany them back to their own classroom – no child should enter the classroom alone.
- Time spent supporting or 'resetting' individuals needs to be recorded on the blank daily timetable on the Google Drive. These will be reviewed fortnightly by the DSLs.

D. Support in Class

- When supporting children in class, you will either be:
 - actively engaging with a particular child to support their inclusion, engagement or behaviour choices.
 - interacting with or supporting different children or groups of children, according to need.
- If you are supporting a class, always let the class teacher know that you are there to support and ask them where they would like you to be and what they would like you to do.
- On rare occasions, you may feel that you need to take some notes about how a child is responding in class, in order to tailor your support to their needs. If this is the case, please seek permission first from the class teacher explaining what you would like to do and why, remembering that your primary role within the class is to practically support pupils with a 'hands on' approach. Any notes taken in order to tailor your support should either be uploaded onto the Drive or shredded in the Office.

E. Group Time in the Nest (Move It/This or That/Wind Down)

1. You will always have at least one other adult with you in the Nest for Group activities. There should always be a ratio of 2:8 (adults to children) in the Nest. If there are more adults than this, you must ask them to return to class until it is time to collect their children from you. This is so that 1-2-1 adults have a break from their children and vice versa, so that you can better direct and manage the adult-led activities and so that children do not get overwhelmed by having too many adults present.
2. When working with groups in the Nest for daily sessions (eg 'Wind Down' time) chosen activities should never be screen-based; a story or game or singing should be used instead.
3. Activities for the 3 Nest Group sessions are detailed on 'The Nest Activities Timetable'. Activities need to be planned and adult-led, with a focus on collaboration, turn-taking and social communication. These are not 'choosing' sessions, directed by the children. Examples of activities can be found on the Timetable.
4. A daily register to monitor who is accessing each session needs to be completed with initials of attending children and updated onto 'The Nest' folder for monitoring purposes.

F. Use of Laptop.

- The laptop in the Nest can be used to write up any daily CPOMs reports.
- CPOMs reports should contain the full name, not initials – of adults as well as pupils.
- The laptop needs to stay in the Nest at all times; it should not be carried from class to class or used in class for any reason.
- Observation notes on children should only be written up following a direct request from a class teacher or member of the Senior Leadership Team.