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Heartwood Church of England VC  
Primary and Nursery School



**Inclusive Specialist Provision (ISP)**  
**Parent/Carer Information**

At Heartwood, our inclusive specialist provision is a safe, supportive, and temporary intervention with clear entry and exit criteria, designed for pupils who are currently finding it difficult to fully access learning in the mainstream classroom.

It provides personalised support to build their resilience, independence, and confidence. Through tailored strategies and a holistic approach, we help each child make progress in line with academic standards, EHCP (Education, Health and Care Plan) outcomes, and their individual needs.

Our aim is to support successful reintegration into the mainstream setting, equipped with the tools to thrive both socially and academically.

Where reintegration is not appropriate, the provision offers a stable, supportive environment while we work closely with families and professionals to identify a more suitable long-term setting.

### Entry and Exit Criteria

Before accessing the inclusive specialist provision, the following information is gathered for discussion: SEND (Special Educational Needs and Disability) and level of need, attendance, exclusions, current

concerns, strategies implemented and the level of impact, assessment data for core subjects, Thrive and other additional relevant areas (e.g. dyslexia screener), involvement from the Local Authority SEND and Inclusion team and/or family support. An observation also takes place from a member of SLT (Headteacher, Deputy headteacher or SEND Coordinator).

The needs of the child and the child are discussed; whether the ISP is the right place for them and if the ISP has capacity. The needs of the other children accessing the ISP are also discussed to ensure that it is successful for all.

If it is agreed that a child will access the ISP, exit criteria are established. Exit criteria are individual to each child and is what they need to be able to accomplish to transition back into mainstream class. This could be having strategies and using them to self-regulate daily, working independently at specific tasks.

### Reintegration back into mainstream class

Once a pupil has met the exit criteria an individual reintegration plan is written with views from staff,

parents/carers and pupils. The reintegration is carefully planned so that the transition back into the mainstream class is successful. Staff work closely together to ensure that adaptations are implemented in the main classroom. Reviews are held after 6 weeks, 3 months and then 6 months to ensure that the transition has been successful for the child and any adaptations needed are put in place.

### Parent/Carer and Child Voice

Parent/Carer and child voice is gained continually throughout the process, including mandatory termly meetings between parent/carers and a member of staff. Parent/carer and child voice is crucial, and views are considered and the individual plans are tailored from these. Parents have the ultimate right to say if they do not want their child to access the ISP at Heartwood. In this case this would be a discussion with a member of SLT to look at the next steps for their child.

### Curriculum offer in the ISP

When children are accessing the ISP they will be taught phonics/ reading comprehension, maths,

English and life skills. Time will also be spent on their EHCP, APDR and Thrive targets. The balance between academic, therapeutic /SEMH and EHCP/APDR targets will be personal to each child and will change on their level of need. Personalised exit criteria will also determine the curriculum being offered. Staff in the ISP provide personalised support to build children's resilience, independence, and confidence.

### Staff

Miss Compton, the school SEND and Inclusion lead oversees the ISP. She works closely with Mrs Goacher and Mrs Harwood who are the room leaders.

### Monitoring and Review

Miss Compton has termly meetings with the room leaders where every child is discussed and the provision that they receive is evaluated. Exit criteria and support to transition back into mainstream classes or specialist provision is reviewed.