

Inclusion Toolboxes – An Overview



Inclusion toolboxes have been developed to replace the previous SEND Toolkit which had been available to each class in school. The aim of these toolboxes is to provide staff with on hand resources which can be used to adapt teaching and support to the ever changing needs of their cohort of pupils.

The contents below indicate a mixture of physical aids and resources, along with tools which can be utilised to support pupils in developing independence in their learning. The use of these resources is not limited in any way, all pupils may need access to a specific resource to support them at any stage in their learning. The use of these resources is underpinned by the development of Ordinarily Available Inclusive Provision and the shared understanding that support should be:

Helpful to all, harmful to none and crucial for some.

<https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/>

The information below details some of the resources available within the toolkit, and their suggested uses. This is by no means an exhaustive list, and staff are able to use their experience and expertise to deploy these resources as they see fit.

Toolkit Contents	Suggested Uses
<p><u>Recordable Buttons</u> (round buttons record for 30s, and hexagonal buttons for 80s).</p> 	<ul style="list-style-type: none">• 30 second buttons can be used by pupils to record a sentence aloud, then played back repeatedly to support transcription.• 30 second buttons can be used as memory prompts, or checklists for pupils to record themselves, or with the aid of staff.• 80 second buttons can be used by staff to record instructions for a task, or steps in a method (eg modelling column addition) for children to replay as needed.
<p><u>Ear Defenders</u></p> 	<ul style="list-style-type: none">• Ear defenders can be used for any child who finds loud noises or noisy situations overwhelming. These children can often be create large amounts of noise as well as being sensitive to it.• Ear defenders can also be useful as a sensory regulation tool. As well as 'dulling' background noise, they can provide a strong 'grip' sensation across the head.

Pencil Grips



- Pencil grips can be used for pupils who are struggling with fine motor skills, or those who have struggled to maintain appropriate handwriting.
- Silicone grips are designed to help correct children to a 'pincer' grip, and foam grips can be used to help children who may be pressing too heavily, or too lightly on a page.

Mesh Marble Fidget



- These can help to provide children with a sensory feedback which can aid focus and concentration.
- Mesh fidgets are quiet and can be used discretely as needed (ie/ in a pocket or lap).
- If a fidget toy becomes a distraction in itself it is no longer serving it's purpose – if the toy is helping the child to remain focused on teaching then this is successful.

Squishy Animals



- These can help to provide children with a sensory feedback which can aid focus and concentration.
- Squishy animals are quiet and can be used discretely as needed (ie/ in a pocket or lap).
- If a fidget toy becomes a distraction in itself it is no longer serving it's purpose – if the toy is helping the child to remain focused on teaching then this is successful.

Sensory Stones / Wristbands



- Sensory stones and wristbands provide a range of senses for children, and are designed to help maintain regulation and support focus in class.
- Wristbands are designed to be worn like a 'slap band' and the stones are palm sized for most children.
- These can also provide a calming and re-regulation opportunity for pupils who are experiencing heightened emotions.

Calming Tubes



- Calming Tubes are designed to provide a sensory 'regulation' opportunity for children who may be experiencing heightened emotions or dysregulated.
- Alternatively, these can also be used as a sensory aid to support focus and concentration, or as a timer – when the objects settle the time has run out.
- These are included in KS2 toolkits only due to age limitations on products.

Liquid Sensory Tube & Sensory Shapes



- Liquid Sensory toys are designed to provide a sensory 'regulation' opportunity for children who may be experiencing heightened emotions or dysregulated.
- The Oil & Water tube can also be used as an informal timer – the coloured liquid moves from top to bottom of the timer as children watch.
- Oil & Water tubes are only included in KS1 & EYFS toolkits, sensory shapes are available in all.

Coloured Reading Rulers & Overlays



- These can be used to support children in reading and text based activities.
- Originally, overlays were recommended to be used for some pupils with dyslexia, however, the use of a 'line' or reading window to help children track their way through a text has been beneficial in the past.
- If you notice a child finds the ruler or overlay especially helpful, we can then complete a visual processing screener to ensure all needs are identified.

Chair Bands



- Chair Bands can be attached to the front legs of a chair to give a child something to rest / move their legs against.
- This provides sensory feedback for pupils who may need this to aid them in concentration.
- As these are introduced, pupils will need to be observed as they leave their seats! Once a child is used to the location of the band, and comfortable with where it has been placed, this monitoring will not be needed.

Wobble Cushion



- Wobble cushions provide sensory feedback for children as they are sat either on a chair or on the floor.
- These do not need to be inflated to the max – many children benefit from them being partially filled – this gives more movement and stability.
- Wobble cushions are not included within the toolbox as OAIP, they are purchased for individual pupils.

Tangle Fidget Toys



- These can help to provide children with sensory feedback which can aid focus and concentration.
- Tangles are quiet and can be used discretely as needed (ie/ in a pocket or lap).
- If a fidget toy becomes a distraction in itself it is no longer serving it's purpose – if the toy is helping the child to remain focused on teaching then this is successful.

Digital Timers



- Timers can be used for a range of strategies in class – including completion of task work or time for a brain break or sensory circuit.
- These can also be used as precision teaching timers.
- Some children may prefer a digital timer to a sand timer, while others may prefer the visual concept of time offered by a sand timer.
- Some children can find timers difficult to manage – they can increase inferred 'pressure' to complete an activity or task.
- If a child is struggling to use a timer, or finds them counter-productive, we can try strategies such as dot timers or teacher prompts.
- Sand timers can support children in developing and maintaining their regulation as needed.
- Inclusion Toolkits contain a selection of sand timers and a digital timer – more can be provided as needed!

Sand Timers

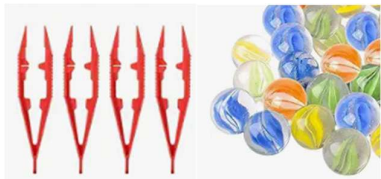


Squeezy Scissors



- Squeezy scissors can be used by children who need additional support with their fine motor skills.
- These scissors reduce the need for oppositional movement, which can help children cut successfully.
- These can be used as a specialist tool in KS2, but may be a part of normal provision in EYFS and KS1.

Tweezers & Marbles or Dice



- Tweezers and Dice / Marbles can be used to support children to develop fine motor skills.
- Initially, children can practice moving soft objects with tweezers, maintaining a focus on grip and hand eye coordination.
- Following this, children can start to use the tweezers to move dice around.
- An extension to this skill can involve moving marbles with tweezers – dice rolls can dictate how many marbles a child needs.

Threading & Sorting Buttons



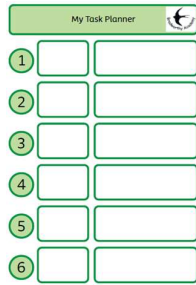
- These resources can be used to help children develop their fine motor skills.
- Threading strings through the holes within the shapes can help children to consolidate their hand-eye coordination.
- These shapes can also be used to reinforce colour recognition, shape recognition and pattern development.
- These can be used to develop language around concepts such as 'same'. 'different' and others.

PlayDoh



- Playdoh can be used to support sensory processing. Playdoh is quiet and can be used in place of a fidget if needed.
- Playdoh can also be used to develop language concepts and an understanding of comparison.
- Playdoh challenges can also be used to support children in developing fine motor skills – eg/ dough disco exercises and activities.

Task Planners



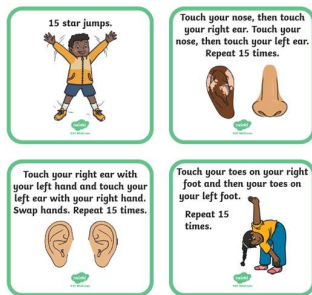
- Several formats for task planners have been included within the toolkit. These include to do list structures and now & next, or now, next and then boards.
- These can be a vital aid for pupils who are struggling with aspects of their executive functioning – as a teacher explains a task, key notes or steps can be recorded on a planner so a child can initiate the task and organise their learning with increased independence.

Check In Prompts



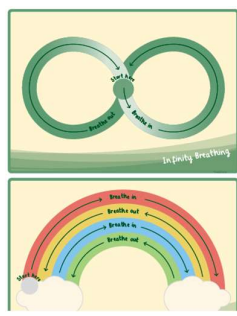
- There are several formats for check in sessions within the toolkit – both morning and end of day check ins.
- These brief chats can give a child the chance to share any concerns about the day ahead, or concerns around something that has happened before the end of the day.
- Check Ins can offer adults the chance to ‘wonder’ aloud with the child about emotional regulation and strategies to help.

Sensory Circuits



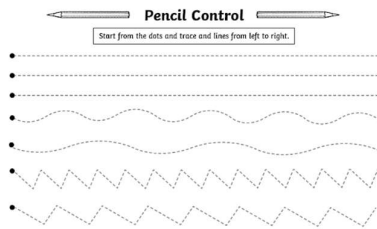
- A sensory circuit keyring is included within the toolbox. This contains cards with key exercises and activities which can provide children with a ‘circuit’ of activities to develop their regulation and extend periods of focus.
- The keyring can be used to select a set number of activities for children to complete – timers can be used to support this.
- Sensory circuits can also provide a ‘break’ from transition times which are challenging for many children with sensory processing needs.

Breathing Cards



- Breathing Cards can be used within a sensory circuit, or at the end of a circuit before returning to learning, and provide a fine motor skill and breathing link to aid regulation.
- Children may need reminding to work at a slower pace through some of these cards in order for the resource to offer an opportunity for re-regulation.

Pencil Control Cards



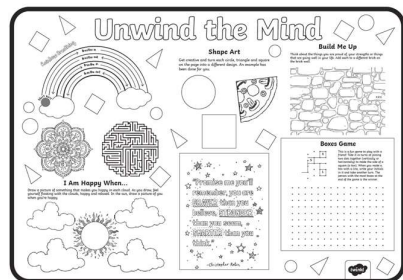
- These cards are included to provide an opportunity to follow lines with whiteboard pens and or pencils.
- This can be used to develop pencil control and fine motor skills.
- These can also provide a regulation opportunity for pupils.

Executive Functioning Keyring



- This keyring includes the cards based on each of the eleven executive functions and the 'character' the children will be introduced to linking to this skill.
- Each skill will be praised and rewarded in periods following the assembly introducing each skill, so the keyring can be used as a reminder for staff and pupils of the skills we are referring to, and strategies to help children apply these independently.

Unwind the Mind



- There are many versions of sheets like this available via our school Twinkl subscription.
- These can be used for children to 'doodle' and re-regulate as needed.
- A notebook / sketch pad can also support these types of activities.