

Communication and interaction

- Talking and discussion are encouraged between everyone.
- Classrooms are open for parents / carers to discuss anything with the teachers
- Visual timetables in classes and for individuals
- We plan open ended questions and investigations to challenge and extend
- Specialist support is given to facilitate effective communication and interaction
- Outreach workers visit, observe and advise when necessary.
- We support children to develop attention and concentration skills.
- We use targeted and visual strategies to enhance the communication environment throughout the day.
- Verbal feedback and a clear marking scheme informs all children of their next steps

Wave one Provision

Is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom.



Social, emotional and mental health

- Consistent classroom routines are in place
- A priority is placed on fostering good relationships between all staff, children, parents / carers and other stakeholders
- All adults provide a welcoming start to the day
- School rules and values are clear
- Our behaviour policy is used consistently throughout the school
- Positive behaviour strategies and positive praise are used by all adults.
- We have high expectations of behaviour, presentation, school uniform and school work.
- Staff model and reinforce appropriate behaviour
- There are opportunities for different year groups to work together
- Children are supervised at all time to ensure safety at unstructured times, for example at playtime.
- Home visits when children start school in reception help children to become familiar with staff and feel secure in school

Cognition and learning

- We have highly qualified teachers for every class and qualified teaching assistants in each class
- Interventions are targeted, purposeful and successful
- Our cross curricular topics are varied, engaging, relevant and enjoyable. We provide exciting, creative and engaging learning opportunities both inside and outside which allows for good progress and attainment
- Our lessons are well planned and differentiated to meet the needs of every individual learner.
- Lessons are practical and hands on so that every learning style is met. E.g. visual, kinaesthetic, auditory.
- We provide a range of child initiated activities that enhance and consolidate learning
- We value practical hands on interactive exploration
- We enrich our curriculum with first hand learning from trips, workshops, themed days, visitors, sports and musical events
- We have a wide range of "real" reading books of different levels and interests.
- We have: book week, themed days, swimming, trips, workshops and other activities
- We have reading volunteers
- Assessment is based on individual observations of each child which identify next steps
- We have subject leaders for every curriculum area.
- We have support events to encourage parents to participate in and support their child's learning
- We use specialist advice and regular input for school staff on how to enable full access to the curriculum.
- We have identified staff to support access to the curriculum.
- Pupils have access to small group work, one to one and in classes.
- Home learning is differentiated and has clear links to learning in class.
- Phonics is differentiated within classes in early years and KS1

Sensory and physical

- We have a multi-sensory approach to our teaching and learning.
- We use strategies to support fine and gross motor skills
- Children have access to after school clubs including football and others
- Each classroom is organised to enable children's independence and progress
- Visual timetables are displayed
- There are learning prompts around each classroom
- Visual aids and apparatus are easily accessible
- We have interactive displays of children's work
- We have a wide range of ICT equipment including interactive whiteboards in every class
- The trim trail is accessible for all children at playtimes.
- All children enjoy access to outside learning, including in our school grounds and in the local community
- We have an accessible buildings plan
- We offer a multisensory approach to learning
- We have a range of playground activities at lunchtime break

<p style="text-align: center;">Communication and interaction</p> <ul style="list-style-type: none"> • Children and parents have access to a qualified SENCO • Children have access to trained SEN TAs and LSA • Our curriculum is language enriched. • The needs of pupils with communication difficulties are met through differentiated presentation, pace of delivery and recording mechanisms. • We use interventions to support social communication in unstructured times. • Speech and language therapy: Children work with a teaching assistant or speech therapist on specific communication targets. 	<p style="text-align: center;">Wave two Provision</p> <p>Wave 2 is specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations.</p> <p>Wave 2 interventions are often targeted at a group of pupils with similar needs. This includes providing differentiated work and creating an inclusive learning environment.</p> 	<p style="text-align: center;">Social, emotional and mental health</p> <ul style="list-style-type: none"> • All children have access to an inclusive peer group to facilitate social and emotional development • We use interventions to support social communication in unstructured times. • Children have access to a visual task list to increase their independence and organisational skills • Social stories help some children to interact with their peers • Children have access to drama and role play activities to support understanding of different scenarios and emotions.
<p style="text-align: center;">Cognition and learning</p> <ul style="list-style-type: none"> • The curriculum can be adapted to meet the needs of pupils with more complex learning difficulties. We differentiate through presentation, pace of delivery and recording mechanisms. • There are opportunities for reinforcement and learning enrichments to apply skills learnt and support problem solving skills. • Tasks are broken down into small simple steps. • Children work in smaller groups with increased adult support • Access to intervention programmes: • Phonological awareness: Children work in a small group on specific targeted phonics • Precision teaching: Children are taught high frequency "tricky words" to help with their reading and writing. • "First class @ writing" • "wave 3" maths interventions are used when needed with small groups of children • One to one support given 	<p style="text-align: center;">Sensory and physical</p> <ul style="list-style-type: none"> • We provide resources for fine motor control. For example pencil grips, larger pencils and sloping boards. • A wobble cushion helps children with dyspraxia to sit comfortably. • A weighted cushion is used to help children to sit appropriately in class • Children have access to a visual task list to increase their independence and organisational skills • Funky fingers is a practical hands on intervention to support children having difficulties with their fine motor skills. This is used across the school. 	

<p style="text-align: center;">Communication and interaction</p>	<p style="text-align: center;">Wave three Provision</p>	<p style="text-align: center;">Social, emotional and mental health</p>
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- Children have access to support from outside agencies such as language literacy support and SALT (Speech and Language Therapy)
- We can use Educational Psychologists to advise us on strategies to support individual children
- We are supported by the Freemantles school outreach programme.
- Children are given and taught key vocabulary in advance for pre-learning
- Children are given the opportunity to discuss news and events to practise taking turns in conversation and to sequence events. Speaking and listening games in small groups are used to enhance turn taking and conversation skills.
- Children have instructions clarified, repeated and explained when required
- Bilingual dictionaries are available in school for specific children.
- Clear glossaries are used to clarify the details and specific of language.

Wave 3 is targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.



- When necessary, children work through social stories to help develop greater social understanding. They are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why.
- Where needed children can have an individualised curriculum with a focus on promoting social interaction and communication skills.
- A red beast box in some classrooms help children to deal with their anger.
- Additional transition work is provided in collaboration with secondary schools if individual needs require it.
- Children can receive individual support to help plan for lunchtimes.
- De-escalation approaches are used when needed with some children.
- Individuals receive support to prevent and problem solve around conflicts.

Cognition and learning

- Children have access to support from outside agencies such as an Educational Psychologist and literacy and learning support
- Children have access to one to one precision teaching for maths
- Children have access to one to one precision teaching for sight words
- Children have instructions clarified, repeated and explained when required
- Children can be given a visual focus for each activity to develop memory and understanding of new topics.
- Individualised daily writing challenges are rewarded by time on a favourite topic / praise

Sensory and physical

- Children have access to support from outside agencies such as Occupational Therapy
- We follow physiotherapy programmes with individual children