

Wave One Provision

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

Communication and interaction

- Playful learning throughout the school enriches language development and provides opportunities for practitioners to enhance communication and interaction skills.
- Story telling is a key part of our learning
- We follow Pie Corbett's Talk For Writing Model in Year Two
- Continuous provision in early years and Year One enhances communication opportunities for adult and peer to peer interaction
- RED TED homework supports quality interactions at home
- The Forest School environment promotes questioning and creative exploration for each child. In turn, this provides opportunities for them to feel comfortable asking questions whilst trying new skills and experiences.
- 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

Social, emotional and mental health

- Our curriculum drivers are: independence and resourcefulness, playfulness and curiosity, spiritual reflectiveness and wellbeing
- We have a broad and balanced curriculum that promotes and builds social capital; wellbeing and excellence
- We are a nurturing school that promotes spirituality and wellbeing
- Every child is treated as a unique individual with explicit rights and entitlements
- We use natural resources where possible
- Outside learning is integral to our curriculum
- Playful learning means that children enjoy what they are learning without undue pressure
- We are holistic - focussed on the whole child not just results

- A member of staff is a trained Mental First Aider and counsellor
- Our Pupil Premium policy states that children can have access to our breakfast club for free thus improving attendance and punctuality, providing a nutritious and warm meal to start the day, providing an opportunity to read with a skilled adult, establishing new friendships, providing a time of calm before lessons, enabling quality play and interaction
- School council provides a pupil voice for the school, enabling children to feel valued and heard
- The holistic approach of Forest School encourages participants to develop respect, self-confidence, self-esteem, social and relationship skills, resilience and a sense of continuing wonder
- Having nursery provision from age 2 means that children are secure and confident when they start school
- 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 restorative 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 learning
- Staff model and reinforce appropriate behaviour
- There are opportunities for different year groups to work together
- We use the key worker system throughout EYFS to build good relationships with children and families
- Children are supervised at all time to ensure safety at unstructured times, for example at playtime
- Home visits (and visits at nursery) when children start school help children to become familiar with staff and feel secure in school

Cognition and learning

- Continuous provision provides a child centred approach to learning
- We have a broad and balanced curriculum that enriches and is engaging
- Knowledge, skills and understanding are core to our curriculum
- We aim for meaningful learning that is lively, playful and collaborative
- Our curriculum offers choice and challenge
- The natural pedagogies are used across the curriculum to create meaningful, engaging and enduring learning
- Playful learning is used throughout the school
- Outside learning is used throughout the school
- In the moment planning is used in Early Years, going from the individual child's next steps
- We have a mastery curriculum which takes account of cognitive load
- Pupil premium policy

- Forest school provides the opportunity for playing and exploring in a natural environment. This encourages children to become engaged in, and have responsibility for their 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 in Year 2 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 of met. E.g. visual, kinaesthetic, auditory
- We value practical hands on interactive exploration
- We enrich our curriculum with first hand learning from trips, workshops, themed days, visitors, sports events and musical events
- We involve the community at every opportunity e.g. church visits, museum, library, church services
- We have a wide range of "real" reading books of different levels and interests
- We have: book week, themed days, trips, workshops and other activities
- We have reading volunteers including a reading dog
- 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.
- Pupils have access to small group work, one to one and we have small classes
- Phonics is differentiated across the school

Sensory and physical

- Outside learning
- Natural materials
- Forest school
- Lunchtime learning
- 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 sporty kids and football.
- 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.
- A multi- Use Games Area is used during continuous provision and play times
- The playground has a range of physical and sensory equipment and activities.
- All children enjoy access to outside learning, including in our school grounds and in the local community (including forest school)
- We have an accessible buildings plan
- We offer a multisensory approach to learning
- We have a specialist sport coach for PE for KS1
- We have a range of playground activities at lunchtime and morning breaks

Wave Two Provision

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.

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.

Communication and interaction

- Reading dog
- Focus group work for phonics
- Listening and attention interventions
- Elklan trained TAs
- Visual support alongside verbal and written communication
- Blanks level questioning
- Children and parents have access to a qualified SENCO
- Children have access to trained SEND 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

Social, emotional and mental health

- 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
- A worry box in some classrooms where children are experiencing difficult home lives.
- Social stories help some children to interact with their peers

Cognition and learning

- 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
- Support staff are trained in ELKLAN
- Access to intervention programmes:
- Reading Rescue: Our specially trained reading rescue volunteers work with children on a one to one basis delivering a personalised daily support package to improve children's decoding and comprehension skills
- 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
- Beat Dyslexia is run daily with targeted children to improve language skills.
- "wave 3" maths interventions are used when needed with small groups of children
- One to one support to given when required

Sensory and physical

- We support children with everyday tasks such as changing and toileting
- 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
- Write dance is used with our younger children to develop gross and fine motor 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

Wave Three Provision

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.

Communication and interaction

- Children have access to support from outside agencies such as language literacy support and SALT (Speech and Language Therapy)
- An LCTA (Language and communication teaching assistant) works with children to support communication difficulties
- Home school communication books are used to facilitate discussions
- Individual outcomes are planned, worked on and reviewed so that progress is measurable and sustainable
- Play based activities are planned to facilitate talk
- Task boards are used to break down longer tasks into manageable steps
- 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
- Elklan language building is used for specific language needs
- Children have instructions clarified, repeated and explained when required

Social, emotional and mental health

- Behaviour support advise on specific issues
- A "safe space" is used with a child with anxiety
- Where needed, children can have an individualised curriculum with a focus on promoting social interaction and communication skills.
- We use the 5 point scale so that children can identify how they are feeling.
- Home school communication books and objects are used to help with transition
- Transition times between home and school can be tailored to the needs of the child, ie. Coming in through a quieter entrance, having a member of staff meeting the child at the door, coming in at a different time to others.
- Lunch times can be tailored to the needs of the individual, ie eating in a classroom instead of in the hall, having a buddy to play with etc.
- Individual outcomes are planned, worked on and reviewed so that progress is measurable and sustainable.
- Interim multi-agency reviews are held at regular intervals where a child is demonstrating anxiety led outbursts

- Children trust one to one adults who work with them
- Reduced timetable
- 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
- A red beast box in some classrooms help children to deal with their anger
- Additional transition work is provided in collaboration with nurseries and junior schools if individual needs require it

Cognition and learning

- Learning can be individualised so that it is motivating and engaging to that one child
- Individual outcomes are planned, worked on and reviewed so that progress is measurable and sustainable
- 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

Sensory and physical

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