

Ackton Pastures Primary Academy

<p>All Universal Offer (Wave 1 approaches to T&L)</p>	<p>A variety of teaching approaches that encourage and engage styles of learning Planning that emphasises what will be learnt based on assessment for learning A multi-sensory learning approach - kinaesthetic, audible, visual learners. Personalised and differentiated questioning Learning presented in a graduated way - revisit, build, explore and review understanding to embed knowledge. High expectations for all pupils</p>		
<p>Area of Need</p>	<p>Inclusive quality teaching for all (Wave 1)</p>	<p>Additional support to enable work towards age related expectation (Wave 2)</p>	<p>Additional highly personalised interventions/support (Wave 3)</p>
<p>Cognition and Learning</p>	<p>Differentiated curriculum planning, activities, delivery and outcome. Clear and simple instructions, breaking down longer instructions and giving one at a time. Repetition and reinforcement of skills including worked examples Use of chrome books to scaffold learning Use of chrome books to allow children to revisit key teaching points Increased visual aids/modelling etc. Visual timetables. Use of scaffolding and writing frames. Illustrated dictionaries. In class support from a LSA/ teacher. Focused group work with teacher/ LSA eg guided reading/writing. Individual reading with a LSA. RWI to teach phonics Flexible groupings Manipulatives to support understanding Vocabulary definition practice Rosenshine's principles - revisit and review In class support from a teacher/ TA Targeted questioning including open ended questions to challenge and stimulate discussion Daily opportunity to hear a class story Observation and assessment of what child already knows, understands and can do to inform future planning.</p>	<p>In class support from LSA. Individual reading with LSA x2 week. Fresh Start intervention High frequency word games. Multi-sensory spelling practice groups RWI small group support In class TA targeted support</p>	<p>Additional phonics training Additional individual reading. Rainbow Word Intervention Access to WISENDSS resources and advisory teachers. 1:1 LSA. Individual work stations RWI 1:1 support Pre- teach Specific vocab teaching Memory games</p>
<p>Communication and Interaction</p>	<p>Differentiated curriculum planning, activities, delivery and outcome, e.g. simplified language.</p>	<p>In class support from LSA with some focus on supporting speech and language. SALT involvement</p>	<p>Talking Partners Access to support from WISENDSS team for social, interaction and communication difficulties.</p>

	<p>Increased visual aids/modelling etc. Visual timetables. Use of symbols. Structured school and class routines Visual Timetables clearly displayed in all classrooms and referred to throughout the day. A high level of accurate modelling of speech sounds and correct vocabulary Preparation for change of activity or lesson - with the use of visuals, clear warnings and timers Clear and specific learning objectives Clear, demonstrated differentiated examples of what is expected within task. Clear rewards systems - including personalised motivators Time given for processing before response is needed. Visual support across the curriculum Pre-teaching of subject vocabulary Key vocabulary displayed, clear definitions of words given Calm learning environment</p>	<p>Social Stories Lego therapy Advisory service class suggestions through drop in service</p>	<p>Speech and language programme. Speech and Language support from speech therapist and/or TA Visual organiser ICT - Writing with Symbols Now and next boards Individual timetable (PECs)</p>
<p>Social, Emotional and mental health</p>	<p>Behaviour for learning at the heart of the lessons/school day Whole school behaviour policy Whole school/class rules Emotional Coaching PHSE/RSE/British values curriculum activities and resources Access to school learning mentor</p>	<p>Small group circle time Support for unstructured activities Transition support Home-school communication Social skills group Emotional literacy group work Lunchtime support</p>	<p>School learning mentor 1:1 check ins Individual reward system Support from EP/SEMH team Access to calm areas/spaces Access to nurture style provision Work station with adult support Chunking work tasks to ensure SMART targets -build self esteem Risk assessments Individual Behaviour Plans Support from FiM practitioners Individual behaviour plans Multi- agency approaches Brooke traffic light system 5 point scale ELSA</p>
<p>Sensory and Physical</p>	<p>Carefully considered classroom environments that seek to minimise sensory overload. Flexible teaching arrangements. Staff aware of impairment.</p>	<p>Additional handwriting practice Access to equipment, eg sloping boards, pencil grips. Gross motor groups with PE coach Fit to learn</p>	<p>Individual support in class and PE. Physiotherapy programme. Access to ICT Occupational therapist programme. Sensory circuits</p>

	<p>Medical support. Brain gym exercises. Uses of pencil grips. Modified worksheets.</p>		<p>Activities linked to sensory preferences Break out spaces Low sensory demand workstations</p>
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