

Learning Environment and Universal Approaches (Ordinarily Available Provision)

Behaviour & Feedback

- Clear expectations for behaviour – class rules and routines made explicit and presented visually
- Consistent expectations for behaviour and noise levels
- Carefully consider seating plan
- Consistent expectations for engagement and output for learning activities
- Specific clear and constructive feedback for children
- Allow time for children to process what has been said and to process what has been said and to process how to respond
- Support transitions -warning ahead of changes
- Assessment for learning and clear specific constructive feedback

Importance of Visuals

- Visual timetable – displayed every day and discussed with the children
- Visual labels for resources – text and/or picture/symbol (Widgit Subscription please use)
- Support transitions - warning ahead of changes, use of visual timetable
- Vocabulary on display including for the class shared text (Talk for Writing, visuals from key text, extracts) and posters for key vocabulary (e.g. Topic)

Scaffolding

- Visual Scaffolding: Modelling by Teacher, TA or child(ren)
- Visual Scaffolding: Pictures/real objects/symbols/video clips/gesture or signing to aid understanding of language
- Visual Scaffolding: concrete apparatus for all maths lessons readily available
- Verbal Scaffolding: verbalising thinking processes
- Verbal Scaffolding: recap of learning at regular intervals e.g. beginning, middle and end of lesson to check understanding – use the opportunities to address misunderstandings
- Verbal Scaffolding: Low pressure questions to check understanding, including scaffolded questions, multiple choice, peer support
- Written Scaffolding: word mats/word banks/word cards/phonic mats
- Written Scaffolding: visual cue cards for maths vocabulary, concepts and key facts

Metacognitive Approaches

- Support children's self-awareness of what does/does not support their learning/ self-help strategies:
 - Have I done something like this before? Think about existing strengths and strategies, set goals what do I want to achieve?

Sensory Adaptations and Needs

- Multi-sensory teaching approaches
- Check on level of lighting (sensory sensitivities and visual impairments)
- Provide regular movement breaks
- Concentration aids (such as fidget toys) – with clear rules about how they are used and what can be used (i.e. not to distract other children)

Working Memory & Cognitive Overload

- To support Working Memory/Cognitive Overload: class task schedule to reduce memory load; language of now/next or first/then
- To support Working Memory/Cognitive overload: colour code information, encourage children to use mini whiteboard to reduce memory load
- Use of reading texts matched to age and interest as well as reading level
- Manipulatives accessible in all maths sessions
- Use of Assistive Technology, IT, Apps and devices to support

- Pink, orange and green pens for live marking and highlighting. Purple polishing pens for marking and feedback, practice of skills
- Trial and error, is the strategy working for me?
- Can I change anything to meet my goals?
- Discussions e.g. what is helping me in my learning? What is working well?
- Is there anything I can improve or alter/embed into workflow.
- Try an apply to different tasks

Emotional Support

- Peer Mentors to support social interaction
- Emotional check-ins (Visual cue cards to support)
- Emotion Coaching approaches use of myHappymind, Happy Breathing

Targeted Approaches

- Supporting Transitions: give specific jobs to help child manage transition
- Noise inhibitors and have quiet space available to support sensory sensitivity to noise/focus and attention
- Pre-teach new vocabulary in readiness for class texts or new topic: see link below to download PDF for ideas

<https://naplic.org.uk/download/11030>

- Maths Fluency sessions YR-Y6 after lunch from Glow Hub Mastery Maths NCTEM with Teacher and TA for single year groups children who did not grasp concepts/skills that were taught in the morning maths sessions.

Working Memory/Cognitive Load

- To support working memory/cognitive overload: Individual task schedule
- To support working memory/cognitive overload: oral recording of narrative to play back for writing.
- To support working memory/cognitive overload: teach use of strategies such as lists, mnemonics, mind maps, prompt cards, etc – scaffold their use and work to develop the child's independence with those strategies
- Reader Pens available for dyslexic children

• Read Write Inc Targeted Phonic Sessions • Identify specific motivators (rewards) to motivate child(ren) for academic skills and/or behaviours	<u>Scaffolding</u> • Visual Scaffolding: visual prompt cards to support partner and group activities • Written scaffolding: writing and planning frames to support organisation and independence for written/recorded tasks • Written scaffolding: sentence starters • Written scaffolding: graphic organisers to aid understanding of concepts/vocab • Written scaffolding: Colourful Semantics to aid grammar and composing sentences • Written scaffolding: frames to support independence and organisation for maths processes and calculations
Specialist/Intensive Approaches	
<u>Pastoral & Behaviour</u> • Joint planning for interventions (Teacher/SENCO/TA/Pastoral Lead) • ELSA and Pastoral Interventions - taught by Pastoral Lead - explicit teaching to develop understanding of emotions and strategies to self-regulate, develop social interaction and friendship skills • Lego Therapy – Thera build sessions led by trained staff • Social Stories to teach/support understanding of socially expected behaviours for specific circumstances/activities • Comic Strip conversations to discuss incidents/scenarios and develop social emotional understanding and a plan strategies and actions for similar situations • Clear and explicit communication between all adults involved with the child(ren) so strategies being taught can be practiced and reinforced in class and in playtime/outdoor learning/PE • Risk assessment to support planning anticipatory and reactive strategies for everyday activities and for school trips • Team Teach trained staff to support managing challenging behaviour	<u>Interventions Offered</u> • Literacy Gold • Number Stacks • NELI • Early Talk Boost • Number Stacks • Bear Us In Mind - Intervention for Bereavement and Refugees • Precision Teaching • Sound Linkage – integrated programme for overcoming reading difficulties – Peter Hatcher • Morph Mastery- Morphological for Spelling <u>Physical/Sensory</u> • Careful consideration of accessibility of learning materials in terms of readability, density of text, size and choice of font, layout, overlays, coloured paper • Physical, sensory and/learning breaks across the school day and provision of a quiet space/ time out at times of heightened anxiety

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| | <ul style="list-style-type: none">• Sensory Circuits and workouts• Use of an individual workstation, task strips and schedules for structured teaching and independent working |
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