

Wootton St Peter's C of E Primary School - Provision Planning using Three Waves of Provision: Universal, Targeted and Personalised Support for inclusive practice and Quality First Inclusive Teaching

The three-tier provision planning below is underpinned by the principles of Quality first teaching (QFT), as outlined in the *SEND Code of Practice (2015)*, and primarily focuses on the inclusion of all pupils in high quality, everyday teaching. It is an approach which ensures every pupil can access every lesson in a way they are able to achieve and progress.

Generic Principles of Quality First Teaching

- Lessons are highly focused with clear learning outcomes
- High expectations of learner engagement and learners taking responsibility for their own learning
- Opportunities are in place for learners to succeed, develop independence as well as being challenged
- Opportunities for interactions for all learners and an emphasis on learning through dialogue
- Knowledge and understanding are not assumed
- Regular use of praise to engage and motivate learners
- Keywords visible and referred to within lessons
- Examples and models support learners accessing tasks
- A range of resources and strategies are evident in planning and delivery - visual aids, concrete and visual resources, hands-on and experiential opportunities, Literacy Mats, Dictionaries and Thesauri, use of symbols, pictures and colour, use of memory aids, visual stimuli, songs and rhymes, etc.
- Links to prior learning: revisiting & revision, refer to previous work, use of mind maps etc. to show links
- Regular revision and repetition: Think of it as a spiral of learning where you keep returning to a topic, with increasingly long periods in between each return; this is sometimes called spaced practice
- Clear, structured lessons enable classwork to be varied including independent, pair and group work to support with developing independence as well as group work skills
- Break up learning tasks: build in movement from one task to another where possible, change pace, change activity, use breaks; new learning needs time to 'bed in' and breaks can help that process

Difficulties faced by learners with SEND

Communication and Interaction	Cognition and Learning	SEMH	Physical and Sensory
<p>Children and young people with communication and Interaction needs (SLCN) have difficulty in communicating with others. This may be because:</p> <ul style="list-style-type: none"> - they have difficulty saying what they want to - understanding what is being said to them - they do not understand or use social rules of communication. <p>Pupils with ASD are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can affect how they relate to others.</p>	<p>Children and young people who learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including:</p> <ul style="list-style-type: none"> - Specific learning difficulties (SpLD) e.g. dyslexia, dyscalculia and dyspraxia. - Moderate learning difficulties (MLD) & severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum 	<p>Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include:</p> <ul style="list-style-type: none"> - becoming withdrawn or isolated - displaying challenging, disruptive or disturbing behaviour - Self-harming, substance misuse or eating disorders <p>These behaviours may reflect underlying mental health difficulties.</p> <ul style="list-style-type: none"> - anxiety or depression - unresolved trauma - attachment disorder - conduct disorders: Attention Deficit Hyperactivity Disorder (ADHD) or Oppositional Defiant Disorder (ODD) 	<p>Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided and to access all the opportunities available to their peers.</p> <ul style="list-style-type: none"> - Visual Impairment - Hearing Impairment - Physical Disability <p>These difficulties can be age related and may fluctuate over time.</p> <p>Many will require specialist support and/or equipment to access their learning, or habituation support.</p>

3 waves of provision: Universal, Targeted, Personalised Support

Level of Support	Communication and Interaction	Cognition and Learning	SEMH	Physical and Sensory
Personalised, high level 1:1 support	<ul style="list-style-type: none"> 1:1 Speech Therapy 1:1 social stories Makaton (D in EY) Seating plans EBSA – Robot for remote learning 	<ul style="list-style-type: none"> High quality 1:1 teaching for literacy and/or maths Write Away Together 1:1 Numicon 1:1 or in groups Toe by Toe Targeted reading/reading intervention Mastery at number (KS2) Number Stacks Trinity Learning Reading EBSA – Robot for remote learning 	<ul style="list-style-type: none"> Inclusion Support Plan & behaviour plan, handling plan Pastoral Support Plan meetings with parents 1:1 classroom support Alternative Provision /Bespoke Timetable ELSA Social Stories Drawing and Talking EBSA – Robot for remote learning 	<ul style="list-style-type: none"> Physiotherapy Occupational therapy Specialist furniture and equipment, e.g. magnifying glasses, hearing aid, radio mic or audio induction loop Wheelchair access Use of sign language (Makaton – D in EY) Chew necklace Wobble cushion Foot bar EBSA – Robot for remote learning
Targeted Support	<p>Early Years Language</p> <ul style="list-style-type: none"> Descriptive commentary in play Wellcomm Nuffield Early Language Intervention (NELI) <p>Language</p> <ul style="list-style-type: none"> Talking/listening Partners Speaking and listening board game <ul style="list-style-type: none"> Spirals Talkboost Colourful Semantics <p>Social Language/ Social Skills</p> <ul style="list-style-type: none"> Socially Thinking Socially Speaking 	<p>Literacy</p> <ul style="list-style-type: none"> Read, Write Inc Ditty Books Read, Write Inc Fresh Start (Y5-8) RWI Book day books Reading and Thinking Precision Teaching Launch into Reading Success (KS1) Accelerread Accelewrite(KS2/3) Dyslexia Gold Write Away Together (group) 1stclass@writing Phonics groups and interventions 1:1 also Better reading support 	<ul style="list-style-type: none"> ELSA group Nurture Group Zones of Regulation Drawing and Talking There's a Volcano in my Tummy Social Stories Socially Speaking Lego Therapy The Incredible 5 Point Scale Plans for transition Sharing and playing intervention group Circle of friends Transition support groups 	<ul style="list-style-type: none"> Write from the Start Occupational Therapy Activities Sensory Circuits Fine motor skills group Targeted handwriting - gross motor Sharing and playing intervention group Playdough Groups

	<ul style="list-style-type: none"> • Time to Talk • Lego Therapy • Circle of friends • Talkabout for chn • Friendship and social skills bespoke ELSA interventions <p>SENSS Resources</p> <ul style="list-style-type: none"> • Attention and Listening Programmes (SENSS) • Social Skills (Primary and Secondary) • Talktime • Talktime 2 • Communication toolkit <ul style="list-style-type: none"> • Additional support at times of need, e.g. outdoor areas and break times, or specific lessons 	<ul style="list-style-type: none"> • Reading counsellors • Reading recovery • Shared reading • Reading tutoring • Touch-typing • Laptops – sentence dictation • Talking tins • Immersive reader • Reading volunteers <p>Maths</p> <ul style="list-style-type: none"> • Becoming 1st Class@Number • 1st Class@Number 1&2 • Numicon Big Ideas • Mastery Number intervention • Maths tutoring group (KS2) <p>Memory</p> <ul style="list-style-type: none"> • <i>Short-term Memory Difficulties in Children</i> • Attention and Listening Programmes (SENSS) • Digit span test 	<ul style="list-style-type: none"> • Small back packs with ZoR and individual timetables with personalised photo's • Talkabout for chn • Invisible string – workbook and activities • Self esteem games book • Feelings flashcards • Friendship and social skills bespoke ELSA interventions • 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Universal Offer</p>	<ul style="list-style-type: none"> • Ensure classroom practice is inclusive and provides a rich language environment • Build vocabulary and oracy development into the curriculum • Use pictures and visual resources to support language and understanding • Label areas with photographs, pictures or symbols • Instructions broken down into manageable chunks and given 	<ul style="list-style-type: none"> • Ensure classroom practice is inclusive and provides scaffolding of learning • Give clear, simple instructions reminders, both oral & written • Break down tasks into manageable chunks • Provide multi-sensory activities • Explicitly teach & model key word vocabulary to support vocabulary development • Support short term memory with mini whiteboards 	<ul style="list-style-type: none"> • Ensure whole school rewards/sanction system & clear, agreed strategies for behaviour management in class and throughout the school • Whole school strategic approach to mental health • All staff are consistent and relentless in their drive to build positive relationships with their pupils • Build a relationship with the child's parents, giving both 	<ul style="list-style-type: none"> • Ensure classrooms and school areas are calm and organised. • Small teaching room, where required • Ensure equipment is easily accessible and labelled • Use equipment recommended by specialists • Use of adapted implements & supportive tools e.g. pencils, scissors, cutlery, writing slopes - pencil grips, scissors, putty therapy, sit and move cushions

	<p>in the order that they are to be done</p> <ul style="list-style-type: none"> • Checklists, task lists - simple with visual clues • Model and teach students how to use their language for thinking and learning • Clear modelling of tasks • Minimise use of abstract language • Sentence starters /prompts • Targeted questioning (lollysticks) • Thinking time before expecting a response • Model and promote good social skills through PSHE and general teaching - Scarf • Build in an opportunity for pupils to have structured conversations with you or other adults - debate • Introduce activities where pupils have structured opportunities to talk with their peers e.g. Partner talking • 'Rules' of good listening displayed, taught, modelled and regularly reinforced • Develop interactive displays to support communication • Carefully structured group work- clear roles. • Visual timetables and visual support for classroom routines/rules 	<ul style="list-style-type: none"> • Provide support for organisation and executive functions • Use alternative ways to demonstrate understanding - diagrams, voice recorder etc. • Provide writing frames, sentence starters, prompts and headings to help with sequencing & recording of information. • Links to prior learning explicitly made • Work from the known - Make use of pupils' own experiences and use familiar vocabulary • Develop understanding through modelling & questioning <p>Literacy Difficulties /Dyslexia</p> <ul style="list-style-type: none"> • Provide and model the use of resources for supporting phonics and spelling • Know the difficulty (Reading age) of any text you use • Reduce and simplify the amount of reading required by summarising or using text to speech software, diagrams, bullet points, short paragraph, • Use a range of sequencing activities • Limit copying tasks • Fred Talk (phonics) • ACE spelling dictionary • DSJ-T screening tool 	<p>positive feedback as well as dealing with issues</p> <ul style="list-style-type: none"> • Lessons are interactive and differentiated to accommodate different learning needs • Values Education/ Well-being • PSHE • Scarf PSHE Programme • Building Learning Power • Lunchtime supervisors as playleaders • Mile a day / great figure of 8 • Calm Boxes / calm areas in every classroom • Worry Monsters box in every classroom • Lunch time provision /club • Zones of Regulation • Learning Mentor employed • Mindfulness time <p>Strategies for the classroom teacher:</p> <ul style="list-style-type: none"> • Plan individual time/activities with the child to enhance the teacher/child relationship • Once an incident has been dealt with, give the child a 'fresh start' • Plan for TAs to build positive relationships and then use them flexibly to pre-empt difficulties • Give positive feedback/ non-verbal signs • Plan activities at success level for the child, to increase confidence and opportunities 	<ul style="list-style-type: none"> • Ensure furniture is arranged to accommodate free movement • Provide support for organisation and executive functions. • Flexible teaching arrangements and point of access curriculum delivery, where necessary • Allow extra time to complete tasks • Multi-sensory teaching methods • Seating plans chosen every 2 week (KS2) • Calm music played <p>Hearing Impairment</p> <ul style="list-style-type: none"> • Check oral information/instructions have been understood • Keep background noise to a minimum • Visual cues and lip-reading • Ensure the pupil is wearing his or her hearing aids. • Ensure the pupil is seated where she can see and hear the teacher clearly • Make sure that you have the pupil's attention before starting to talk. Eye contact is important • Face the child and maintain a distance between you of about 1 – 2 metres to allow for lip reading
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	<ul style="list-style-type: none"> • Talk through visual timetable to help children understand routines of the day • Access to quiet, comfortable, distraction free area - possible time out, talk space • Consider how sensory stimuli can be reduced if this is a trigger e.g. Use of weighted jackets, ear defenders, sensory diets • Careful seating plan to avoid sensory overload - under lights? Near buzzing sounds? See the board? • Prepare the pupil well in advance for any changes in school routine • Use pupil's name to ensure that s/he knows the instructions apply to them. • Flexible seating plans • QFTS 	<p>Dyspraxia/developmental coordination disorder</p> <ul style="list-style-type: none"> • Incorporate recommended motor coordination exercises by OT into a PE programme • Provide guidelines to keep writing straight • Organise games and activities requiring cooperation and turn-taking • Drawing club (FS) • Vocab mats <p>Dyscalculia</p> <ul style="list-style-type: none"> • Give concrete reference materials wherever possible e.g. a number square or calculator • Teach pupils to follow a given method with steps for problem solving • Allow extra time to complete a task • Use headed columns for place value • Use arrows to explain direction of computation • Maths prompt mat • QFTS 	<p>for success and positive reinforcement</p> <ul style="list-style-type: none"> • Provide to do lists and structured lesson steps • Make directions clear and concise & give 'take up time' • Use visual timer to measure time on task • Have a range of simple calming exercises/activities that pupil can use if in heightened state of anxiety • Use post-it's/ talking tin for questions and ideas rather than interruptions • Plan strategies for transitions both within and in and out of the class • Fidget toys • Own equipment • Visual timetable – lessons • QFTS • Forest school 	<ul style="list-style-type: none"> • Try not to cover your face or walk around while you are speaking • Use facial expressions to convey clues to what you are saying <p>Visual Impairment</p> <ul style="list-style-type: none"> • Check that glasses are worn, and that they are clean! • Tell the pupil if there is a change to the layout • Allow more time for hands-on experiences, verbal explanations and completing tasks • Provide the pupil with their own books rather than expecting them to share • Provide the pupil with their own copy of the text/power point slides with enlarged print (good contrast and layout are often important as the size of print). Usually font size 14 • Read out writing on the board and draw attention to the spelling of new and unfamiliar words (with photo's too). • QFTS
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