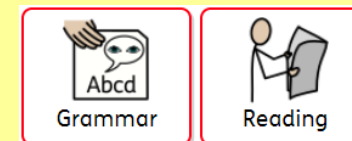




Whole school Provision Map (school offer) 2023-2024

Classroom environment – key provision

- Communicate and print visual timetables to be found near the IWB – horizontal.
- Wherever possible IWB displays to have a yellow background to support those with visual tracking problems. Blue text is often easiest to read.
- ‘bed’ poster up and near the English working wall to support those with dyslexic tendencies.
- All resources to be labelled with a visual - communicate and print to be used where ever possible.
- Displays to not ‘leak’ over borders to support those with sensory processing needs and visual tracking difficulties.
- Limit the use of things hanging from ceilings to support those with sensory processing needs and visual tracking difficulties.
- All resources and working walls to be coloured coded.
- Learning behaviours to be displayed to support children’s well- being and social, emotional and mental health.
- A consistent approach to classroom and behaviour management is established – relational approach
- Colourful Semantics (colour coding) displayed clearly at front of class
- **Our classrooms are a positive and supportive environment for all children, without exception**



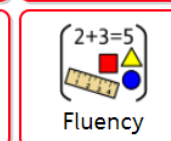
Grammar



Reading



Wild tribe



Fluency



Scissors



Sticky tape



Key strategies to use within quality first teaching to support all children

We use Devon's Graduated Response to SEND tool to highlight need and identify appropriate provision. In addition to this process, the following strategies are useful starting points to help support children's needs within the classroom:

Cognition and learning.	Physical and sensory	Communication and interaction.	Social, emotional and mental health.
<ul style="list-style-type: none"> • Print handouts on pastel coloured paper. • Laminate key words, 100 squares etc and Sellotape to a child's table or create packs. • Talking tins/ postcards. • Do no overload worksheets with instructions etc. • Use a multi-sensory approach to learning. • Do not repeat displays, have only one number line (numicon one is probably the best), one alphabet, one lot of days of the week, one set of months of the year etc. • Use leaver arch folders as writing boards. • Use blue tac to stop the child's book from moving. • Pencil, pen grips. • Brain gym. • Memory booster activity cards before each lesson. • Individualised timetables. • Coloured overlays 	<ul style="list-style-type: none"> • Limit things hanging from the walls and ceilings in the classroom. • Regulate noise levels in class – use a visual cue/ reminder. • Do not overload displays and walls. • Provide with tactile distractions – blue tac, tangle etc. • Provide sensory breaks. • Give time out when needed. • Hands pressed down on heads. • Breathing techniques – in for 7, out for 11. • Teaching a child the emotional freedom technique strategies. • Something to hug. • Weighted blankets etc. • Wobble cushions. • Something for children to rest their feet on. • Giving someone jobs like carrying heavy things. • Brain gym. 	<ul style="list-style-type: none"> • Use modelled corrections. • Use pictures to support - communicate and print. • Using buddies to model good language. • 1 or 2 instructions at any one time. • Avoid closed questions that allow the children only to answer yes or no. • Verbalise thoughts and actions as they happen. • Use gestures, facial expressions. • Ensure you are always facing the child and at their level. • Allow time for children to process and respond. • Reduce distractions and background noise. • Individualised visual timetables using 'now' and 'next' language. • Visual support for routines like PE etc. • Model effective talk. • Plan in talk partner time and model how to do this effectively. • Link back to class agreed talk expectations. • Pictures, pictures and more pictures! 	<ul style="list-style-type: none"> • Relational approach • Restorative approach • Ownership over behaviours and children's conduct • Regular PSHE lessons to include SEAL based work. • Individualised relational support plans • Individualised rewards charts. • Helping them to feel they belong (held in mind) by always making a point of saying Hi and Bye each day to them personally. • Ask about their life • Giving them a job or an area of responsibility in the class. • Having a safe space for them to go to within class (individualised work stations do have a place at times) • Establishing a signal to use together to show they are feeling overwhelmed. • Consistency in approach/routines. • Providing visual cues. • Use of timers etc. • Ensuring the school rules, rewards and natural consequences are visible. • Provide regular breaks if needed. • Find something positive to say. They may have had an awful day but always leave on a positive and build on that. • Individualised timetable.

The school's Principles of Teaching and Learning form the backbone for our provision within the classroom.

Use of these strategies will provide all children the opportunity to flourish.

1—TAILOR KNOWLEDGE TO PUPILS' NEED

Optimise cognitive load

Activate prior knowledge to reduce cognitive load

Need a strong understanding of where pupils currently sit

Check for understanding

Responsive teaching

Role of AfL:

Clarifying and understanding learning intentions and criteria for success

Engineering effective classroom discussions, questions and tasks that elicit evidence of learning

Providing feedback that moves learners forward

Activating students as instructional resources for each other

Activating students as owners of their own learning

8—BUILD SCHEMA THROUGH RETRIEVAL

Share where learning fits into the 'bigger picture'

Reference prior learning and future learning to help pupils make links

Retrieval is the act of recalling learned information from memory to change original memory and makes it stronger.

Retrieval practice helps cement learning in long term memory

7— PUPILS PLAN, MONITOR AND EVALUATE THEIR LEARNING

Explicit instruction in metacognitive strategies can improve learning

Teachers model metacognitive strategies when modelling

2 - WORKED EXAMPLES ARE USED

Step by step demonstrations to provide cognitive support

Model and explains steps to tasks / problems

Teacher verbalises thought processes and thinking

Teacher draws attention to: key principles / strategies / common misconceptions / key language

3—LANGUAGE

Explicit teaching of Vocabulary

Incidental teaching of Vocabulary

Cultivating Word Consciousness

See Oracy & Vocab Curriculum

4—HOW INFORMATION IS PRESENTED TO LEARNERS

Principles:

P1—Cut out Non-Essential Information

P2—Present all the essential information together

P3—Simplify complex information by presenting both orally and visually

5- PUPILS ARE ACTIVE PARTICIPANTS

To encourage engagement we:

Avoid presenting too much information at once

Break objectives into chunks and allow children to practise

Activate prior learning

Use knowledge of child to provide appropriate challenge

Opportunities for collaborative work to deepen understanding

Questioning that enables active learning:

No hands up for first question / Cold Calling

Think, Pair, Share

No Opt Out

Say it again better / Give me a better answer

Probing questions / Check for Understanding

Discussion guidelines

 **HOLSWORTHY**
C OF E PRIMARY SCHOOL
Working together, growing together, all to flourish

Principles of Teaching & Learning

6—SCAFFOLD TO INDEPENDENCE

Be mindful of how new information is presented and how to scaffold interactions with it

Fully guided is effective with new material but less effective pupils become experts

Fully guided becomes redundant and independent problem solving / tasks more beneficial

Reasonable adjustments for pupils with need as appropriate

Devon's Expectations for Inclusive Provision in Mainstream School for Children and Young People

All school staff, as part of quality first teaching, will ensure that all children and young people have the opportunity to meet their potential.

The strategies below were written and published on Devon County Council's website as guidance for schools. Its purpose is to ensure we have clarity and consistency across mainstream schools around the inclusive practice for all learners as part of quality first teaching.

Cognition and Learning	Physical and Sensory	Communication and Interaction needs	Social, Emotional and Mental Health
<ul style="list-style-type: none"> • A Learning environment which supports inclusive learning for the children and which includes an Individualised approach to learning key skills e.g. literacy, numeracy and self-help • Support to develop core skills to enable successful learning (e.g. attention, listening skills) • Careful differentiation of the broad and balanced curriculum by delivery and outcome. • Targeted and structured individual or small group work to develop learning skills • The use of specific teaching strategies. • Focussed support from suitably skilled staff to develop and deliver programmes • Staff effectively identify and support individual children's needs to ensure that they are making progress • Advice from appropriate external agencies on teaching approaches and recommendations are followed. E.g. Educational Psychologists • External agencies are involved and/or identified in multi-agency support planning. 	<ul style="list-style-type: none"> • A Learning environment which supports inclusive learning for the CYP and which includes reasonable adjustments in relation to acoustics, lighting, visual reinforcement, classroom positioning, access to board/focus on lessons, and minimal reflections off surfaces • Extra time given to complete tasks which have a focus on prolonged reading and/or listening engagement. • Clear instructions given with visual and auditory clues to back up what is said. • Access to a note taker and opportunities to develop note taking skills. • Modified curriculum which includes access to key vocabulary, visual approach to phonics and reading, large print resources provided which are clear, uncluttered and have a good level of colour contrast. • Opportunities to develop social development, interaction and promote positive peer relationships. • Range of writing implements available and alternative methods of recording including appropriate use of ICT • Supervision with some aspects of personal care and mobility • Advice from appropriate external agencies on teaching approaches and recommendations are followed E.g Advisory teacher for physical difficulties • External agencies are involved and/or identified in multi-agency support planning. 	<ul style="list-style-type: none"> • A Learning environment which supports inclusive learning for the CYP and which includes; good modelling of spoken language and alternative or Total communication system to develop receptive and expressive language skills (including speech sounds) • Carefully differentiated or small group tasks to develop <ul style="list-style-type: none"> ○ language and communication skills ○ social skills • Opportunities for and/or structured support to promote social development, interaction and play to promote positive peer relationships • Systems and strategies to support and promote attention and listening • Targeted support to enable understanding of social language and communication • Teaching of specific strategies to enable flexibility of thought • Alternative environment/specific strategies to reduce sensory overload to allow sensory regulation • Evidence of Autism standards in place in school • Advice from appropriate external agencies on teaching approaches and recommendations are followed E.g Speech and Language Therapist • External agencies are involved and/or identified in multi-agency support planning. 	<ul style="list-style-type: none"> • A Learning environment which supports inclusive learning for the CYP and which includes a flexible and responsive portfolio of provision across all school systems • Individualised social, emotional and/or mental health programme within an inclusive curriculum. • Targeted and structured individual or small group work to build individual resilience and support positive outcomes. • Differentiation of activities to take into account individual needs. • Support to access curriculum and enable inclusion • Effective engagement and regular liaison with families to support delivery of interventions • Advice from appropriate external agencies on teaching approaches and recommendations are followed. E.g SEMH Team • External agencies are involved and/or identified in multi-agency support planning.

Interventions available within Holsworthy Primary School				
Cognition and learning	Communication and interaction	Social, emotional and mental health.	Physical and sensory.	Specialist, outside agency support.
Priority readers	Focused Speech and language support	Incredible Me – vulnerable children group (CIC, Adp., YC)	Fun fit	Educational Psychologist
Phonics/ RWI intervention	Bespoke social skills groups	Bespoke social skills groups	Physiotherapy programs	SEMH Support
SPAG intervention	Social stories	Lunch club	Sensory breaks	SALT
Precision teaching	Children’s centre-based speech and language based intervention	Specialised and individualised mentoring support	Sensory skills group intervention	Teacher of the deaf
Responsive teaching intervention	Lego Therapy	Social story work	Theraputty	School nurse
Handwriting support	Circle of Friends	Thrive (via Children’s centre)		DIAS
Pre-writing skills		Morning transition activities		Lampard/Pathfield outreach
Focused TA maths booster		Attachment-based mentoring		CAMHS
Focused TA English boosters		Pupil coaching		Inclusion team
		Play therapy (external agency)		OT
		Lego therapy		Physiotherapy
		Circle of Friends		Physical disabilities support
		Boxall Profile		Learning disabilities nurse
				ADHD support
				C&I team
				Social workers
				FIT
				The children’s centre
				Horwood Comber Forest School
				Dyslexia advisory teacher service
				Portage (Early years complex needs team)
				SCAC – Under 5s team
				Nursery Plus
				ROVIC
				EMTAS
				Bladder & Bowel team
				Epilepsy nurse