



Area of focus	All pupils Wave 1- Quality first teaching	Some pupils Wave 2	Initials	Few pupils Wave 3	Initials
Communication and Interaction	<p>Reception - Wellcomm screening - whole class planning targeted to address key areas of need in developing understanding of language and expressive language skills</p> <p>Visual timetable</p> <p>Classroom rules and routines displayed, illustrated by pictures</p> <p>Objectives shared at beginning of lesson and returned to</p> <p>Teachers model standard English and extended vocabulary</p> <p>Variety of teaching styles – kinaesthetic, visual, auditory</p> <p>Use of talking tin/ ipad to record oral sentences Reception, Year 1</p> <p>Talk partners</p> <p>Hierarchy of questions – open question then question re-framed with alternatives</p> <p>‘Take up time’ for processing questions</p> <p>Checks for understanding</p> <p>Simple verbal instructions</p> <p>Clarification of instructions</p>	<p>Small group language enrichment to develop understanding and expressive language skills</p> <p>Forest school – language enrichment</p> <p>Pre-teaching of vocabulary – English, Maths, Science, RE, History, Geography</p>		<p>Tier 1 Speech and language program managed by Speech Therapist</p> <p>Tier 2 Speech and Language program overseen by Speech and Language assistant</p> <p>Advice and recommendations from CAT team – Communication and Autism Specialism</p> <p>Individual work station – visual timetable – now and next board</p> <p>Instructions broken down further – alongside visual prompts</p> <p>Longer response time given – repetition of question</p> <p>Buddy to repeat instructions and demonstrate tasks</p> <p>Range of ways of recording adapted so learning not limited by pupil’s ability to write full English sentences: bullet points and mind maps; ordering tasks (pre-cut words etc.); cloze procedure; making posters; drama</p> <p>Use of talking tin/ ipad to record oral sentences</p>	



	<p>Class vocabulary banks created with new topics</p> <p>Cued listening – small number of questions given to pupils to answer after listening</p> <p>Symbols to support spoken language and text</p> <p>Lottie rules – Reception and Year 1</p> <p>Topic related role-play - language modelled within</p>			
Cognition and Learning	<p>Differentiated curriculum planning</p> <p>Differentiated home learning</p> <p>DSR – Year 1, Reception</p> <p>Dyslexia friendly classrooms</p> <p>Variety of ICT</p> <p>Small group targeted work</p> <p>Visual timetable</p> <p>Variety of teaching styles – kinaesthetic, visual, auditory</p> <p>Talk partners</p> <p>Link new learning to known</p> <p>Variety of grouping and pairing including mixed attainment pairs and groups</p> <p>Alternative methods of recording – oral presentations, mind maps, sorting statements, categorising statements and pictures etc.</p>	<p>Small group intensive teacher support – literacy</p> <p>DSR – Year 2</p> <p>Small group intensive teacher support – maths</p> <p>Catch up maths – targeted intervention to reach age –related outcomes</p> <p>Pre-teaching of new concepts – English, Maths, Science, RE, History, Geography</p> <p>Small group spelling intervention</p> <p>Phonics intervention</p> <p>Phonological awareness group</p> <p>COPs memory skills</p> <p>Wordshark</p>		<p>Personalised curriculum – Maths</p> <p>Personalised curriculum - English</p> <p>Windermere SPLD base support</p> <p>Individual Home Learning</p> <p>Precision teaching – Spelling</p> <p>Precision teaching – Maths</p> <p>Times it – individual times tables</p> <p>Individual phonics program</p> <p>Individual reading</p> <p>Pupil taught three key points of lesson – recapped at end</p> <p>Pupil uses private signal – to show understanding</p> <p>Buddy – higher attaining peer</p> <p>Use of highlighter pens for text or cards with key info to look out for when watching film</p> <p>Adaptations for pupils with ADHD eg. fiddle toy, timer,</p>



	Scaffolded writing – writing frames, templates to structure thinking, cloze procedure		<p>planned reward system, shortened tasks with breaks to move around, quiet place to work, behaviour buddy</p> <p>Adaptations for pupils with dyslexia eg. large print, clear font, ICT support, scaffolded writing frames, cloze procedure, chunk instructions, photocopied transcript from board, alternative methods of recording</p> <p>Adaptations for pupils with dyspraxia or motor co-ordination difficulties eg. box under seat, writing slope, larger lined paper, triangular pen/pencil, spring-loaded scissors, software 'Explain everything', 'Book creator'</p>	
Social Emotional and Mental Health	<p>Forest school – develop self-esteem, team work, resilience, improve well-being through sensory activities</p> <p>Well-being week</p> <p>Anti-bullying week – drama productions</p> <p>PHSE lessons and workshops</p> <p>Assemblies –growth mindset</p> <p>Cycling proficiency – Year 5 and 6</p> <p>Sensitive seating – use of good role models</p> <p>Class behaviour chart – reminder of rule</p> <p>Clear routines – matched by visual displays</p> <p>Catch pupils being good</p> <p>Clear expectations</p> <p>Specific behavioural skill taught eg, how to ask for help</p> <p>Strategies for independence taught and</p>	<p>Forest school – develop social skills through listening to others, taking turns, building 'forest friends'</p> <p>Nurture group – develop social skills such as turn taking, sharing, eating in a group</p> <p>Mentoring in class</p> <p>Playtime structured activities</p>	<p>Forest school – responding to mental health issues such as anxiety or children in crisis</p> <p>Protective behaviours – 'nothing is too small to talk about, network of safe adults, recognising warning signs of being stressed or scared</p> <p>Sunshine Room - managing issues with eating in groups, children in crisis or vulnerable on large playground</p> <p>Child Psychotherapy 1:1 parents and children</p> <p>Advice from Child Psychotherapist</p> <p>Referral to Step 2 or CAMHS</p> <p>Primary Support Base</p> <p>Family worker</p> <p>Family First Assessment</p> <p>Agreed areas used to calm down or for time out</p> <p>Arranged times to speak to key person eg. after play</p> <p>Low key tasks with increased structure and predictability when needed</p>	



	<p>modelled eg. use of equipment, writing aids</p> <p>Displays – strategies for ‘stuckness’, to develop resilience</p> <p>Rewards for good behaviour – marbles, cockerel card</p> <p>Time spent nurturing good relationships with pupils – positive start and end of day</p> <p>Opportunities given to share concerns and worries</p> <p>Responsibilities shared between pupils in class</p> <p>Play leaders to support positive play</p>		<p>Shortened instructions</p> <p>Agreed visual symbol when pupil distressed or not coping</p> <p>Visual timetable – pictorial task cards</p> <p>Now and next board</p>	
Sensory and Physical Needs	<p>Forest schools – use of sensory activities to promote well-being and physical activity</p> <p>Varied active play facilities</p> <p>Sand pit</p> <p>Children with temporary difficulties acknowledged and catered for eg. hearing loss with cold</p> <p>Classroom setup facilitates learning eg. all can see and hear teacher – teacher stands with light on face (not back to window causing shadow), teacher not talking when facing board, teacher not covering mouth</p> <p>Teacher repeats what others have said from front so that all can hear other children’s contributions</p>	<p>Smart moves</p> <p>Fine motor skills – small group intervention</p>	<p>Sensory programme from OT or CAT team advice</p> <p>Physio therapy programme</p> <p>Support for intimate care</p> <p>Use of dark tent to avoid sensory overload</p> <p>Adaptations for Hearing Impairment eg. pre-teaching, sitting at front, face pupil to facilitate lip-reading, support oral presentations with visual cues, use of signal from pupil to show they haven’t understood, short simple instructions</p> <p>Adaptations for Visual Impairment eg. pre-teaching, clear or enlarged print, larger-lined paper, tactile indicators to find information, use of aids such as magnifiers, use pupil’s name to get attention</p>	



EAL	<p>All 'new to English' children assessed upon arrival using baseline assessment</p> <p>Good models of English</p> <p>Visual timetables</p> <p>Appropriate buddying for seating and pair/partner work</p> <p>Instructions broken down into chunks – matched with steps to success and WILF</p> <p>Cue pupils in to what teacher will be talking about</p> <p>Use of non-verbal gestures</p> <p>Key vocabulary on display – days of week, months of year etc.</p> <p>Display and clarify new vocabulary</p> <p>Questions pitched to different levels</p> <p>TA aware of learning objectives</p> <p>Time and support given before responses required</p>	<p>All 'new to English' children assessed upon arrival using baseline assessment</p> <p>Forest school – language enrichment</p> <p>Vocabulary pre-teach to access lessons</p> <p>TA support with visual prompts alongside main teaching</p> <p>ICT used to support main teaching – translating, images etc.</p>	<p>All 'new to English' children assessed upon arrival using baseline assessment</p> <p>'Survival language' intervention programme for children new to English upon arrival – teaching children to access basic needs</p> <p>New to English children given buddy for play time</p> <p>Children supported through 'silent period' upon arrival at school</p>	
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