



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		planned reward system, shortened tasks with breaks to move around, quiet place to work, behaviour buddy 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 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'	
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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