

## Quality First Teaching – For All

	Identification and Assessment	Teaching and Learning	Resources: Staffing & Equipment	Targeted Provision	Parent Partnership	Pupil Voice	Environment	Behaviour for Learning	External support & CPD
	<ul style="list-style-type: none"> <li>Phonic assessments and tracking in FS and KS1</li> <li>Formative small stepped assessment tools used by CT</li> <li>Appropriate level of feedback and marking in accordance with our Marking Policy</li> <li>Checklists used to support possible identification of SEN</li> <li>CT uses tracking data to identify underachievement and takes appropriate action</li> <li>All staff understand challenging behaviours may mask underlying SEN.</li> <li>Pupil progress meetings termly with the Head Teacher</li> </ul>	<ul style="list-style-type: none"> <li>High expectations</li> <li>Plans address range of differentiation</li> <li>Creative curriculum</li> <li>Forest Schools</li> <li>Strategies to support pupils with low level behaviour needs</li> <li>Clear and specific learning objectives (LO)</li> <li>LO matches level of ability and need</li> <li>CT gives equal teaching time / attention to all pupils</li> <li>Pace and pitch meets needs of pupils</li> <li>High Ceiling, Low Threshold questioning</li> <li>Multi-sensory approaches are evident</li> <li>Pre-teaching</li> <li>Overlearning</li> </ul>	<ul style="list-style-type: none"> <li>Visual timetables</li> <li>Support Staff allocated for a clearly targeted purpose</li> <li>ICT hardware and software</li> <li>Coloured overlays</li> <li>I-pads available for use in class</li> <li>Writing frames <input type="checkbox"/></li> <li>Phonic charts</li> <li>Maths equipment to aide counting and calculation accessible - Numicon resources</li> <li>Range of reading materials</li> </ul>	<p>Small group phonic support in KS1</p> <p>Cursive Handwriting support</p> <p>Access to classroom PC for word processing</p> <p>Pencil grips</p> <p>Write dance for FS and KS1</p> <p>Big Moves</p> <p>Topic word banks</p> <p>Visual timetables</p>	<ul style="list-style-type: none"> <li>Appointments made at mutually convenient times</li> <li>Parents kept informed of attainment / progress at twice Yearly parents' evening</li> <li>Book share each term were parents can have an informal chat and look at their child's books</li> <li>Family Liaison</li> <li>Fun and Families, 'Together Time'.</li> <li>Parent volunteers welcomed</li> <li>Interests, views and concerns of parents sought and listened to, to gather parental views</li> <li>Guidance provided for parents in how to support child's learning including FS workshops, phonics workshops, how we learn etc</li> <li>FS stay and play sessions</li> </ul>	<ul style="list-style-type: none"> <li>Pupils involved in identifying next steps in learning</li> <li>Pupils know their own targets</li> <li>Pupils are aware of 'differences' and these are normalised</li> </ul>	<ul style="list-style-type: none"> <li>Resources use a range of media to engage and excite learning</li> <li>Resources accessible to pupils</li> <li>Learning environment is flexibly used to suit/meet needs</li> <li>Accessibility Plan in place</li> <li>Space available for intervention programmes</li> </ul>	<ul style="list-style-type: none"> <li>Whole school/ class rules</li> <li>Whole school rewards systems in place including monster points, attendance certificates, etc.</li> <li>Individual rewards in place</li> <li>Golden Time to promote social skills</li> <li>Circle time/SEAL sessions</li> <li>Punctuality and attendance are closely monitored and parents are clear as to expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Guidance and support is available and utilised by teachers to support and deepen their understanding of pupils' need to encourage early identification and intervention.</li> <li>School seeks advice from external specialist agencies in a timely fashion: <ul style="list-style-type: none"> <li>Educational Psychologist</li> <li>Learning Support Services</li> <li>Health</li> <li>Social Services</li> <li>Speech And Language Therapists</li> <li>Family Steps</li> </ul> </li> <li><input type="checkbox"/> Close links across the development group to provide training and share good practice</li> </ul>

# Element 2 & 3 Additional and Different for Pupils with SEND

Cognition & Learning	<p>Small steps trackers for literacy and Numeracy</p> <p>Use of P levels and B squared assessments where needed</p>	<p>Implementing advice from specialist agencies in every day teaching</p> <p>Teaching promotes generalisation of new skills learnt in intervention</p>	<p>Range of targeted pupil groupings as directed, planned for and monitored by CT</p> <p>CPD programmes, ie Makaton, for staff related to pupil need.</p> <p>Regular liaison between support staff and CTs re: targeted provision</p> <p>Half termly meetings between SENCO and CTs</p>	<p>Specific/ targeted provision/intervention:</p> <p>Numicon</p> <p>RW Inc phonics adapted for SEN where appropriate</p> <p>Precision teaching</p> <p>TA small group teaching to pre teach or reinforce skills</p> <p>Additional phonics</p> <p>Combination of 1:1, paired or small group as appropriate.</p>	<ul style="list-style-type: none"> <li>• Termly parent/carer meeting to share progress and next steps</li> <li>• Parents input into annual reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils contribute to termly review and annual reviews.</li> <li>• Pupil questionnaires</li> </ul>	<p>Space available for intervention programmes</p> <p>ICT to aid recording</p>	<p>Consideration of pupil's behaviour for learning is included within reviews e.g. self-esteem, confidence,</p>	<ul style="list-style-type: none"> <li>• School seeks further advice from external specialist agencies and across the development group.</li> <li>• TAs receive internal training and are part of the learning community</li> <li>• TAs receive training through the development group</li> <li>• Certain TAs attend specific training</li> </ul>
Communication & Interaction	<p>Speech and language screen completed before referral to identify difficulties and monitor progress</p> <p>Use of P levels where needed</p>	<p>Implementing advice from specialist agencies in every day teaching e.g. simplifying, repeating and rephrasing instructions.</p>	<p>Range of targeted pupil groupings as directed, planned for and monitored by CT</p>	<p>Social groups</p> <p>Communication groups</p> <p>Lunch Club</p> <p>Extra visuals</p> <p>Social stories</p> <p>Work stations</p>	<ul style="list-style-type: none"> <li>• Termly parent/carer meeting to share progress and next steps</li> <li>• Parents input into annual reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils contribute to termly review and annual reviews.</li> <li>• Pupil questionnaires</li> </ul>	<p>Space available for intervention programmes</p>	<p>Use of visuals e.g. first/then</p> <p>Use of social scripts when needed</p>	<p>Training by autism outreach and speech and language</p> <p>IDP materials</p> <p>Training from the SENCO</p>
Social, Emotional and Mental	<p>Behaviour emotional and social checklists</p> <p>Observations during structured and unstructured times</p> <p>Record of incidents</p> <p>Boxall Profile Intervention</p>	<p>Implementing advice from specialist agencies in every day teaching</p> <p>Behaviour books to monitor behaviour and see if triggers can be identified</p> <p>Build a relationship</p> <p>Different reward system- individual for particular needs</p>	<p>Range of targeted pupil groupings as directed, planned for and monitored by CT</p>	<p>Social groups- groups to develop self-esteem, confidence, turn taking, cooperation etc.</p> <p>Lunch Club</p>	<p>Termly parent/carer meeting to share progress and next steps</p> <p>Parents input into annual reviews</p> <p>Home / school books where appropriate</p> <p>Extra regular meetings with parents</p>	<ul style="list-style-type: none"> <li>• Pupils contribute to termly review and annual reviews where appropriate</li> <li>• Pupil questionnaires</li> </ul>	<p>Space available for intervention programmes</p>	<p>Specific individual rewards</p> <p>Tangles/ fidget tools used</p>	<p>IDP materials</p> <p>Team teach training attended by various members of staff</p>
Sensory & Physical	<p>Observations</p> <p>Information from outside agencies</p> <p>Movement/ sensory checklists</p>	<p>Implementing advice from specialists in every day teaching e.g. where the child sits in the classroom, use of steps etc</p>	<p>Training on any specialised equipment.</p> <p>On the advice of specialists purchase equipment (within reason)eg support cushion</p>	<p>Follow the advice of the OT/ Physio in the classroom and PE incorporating specific exercises</p> <p>Big Moves</p> <p>Write Dance</p>	<ul style="list-style-type: none"> <li>• Termly parent/carer meeting to share progress and next steps</li> <li>• Parents input into annual reviews</li> </ul> <p>Involved in care plans alongside outside agencies and school.</p> <p>Multi agency meetings when necessary</p>	<ul style="list-style-type: none"> <li>• Pupils contribute to termly review and annual reviews.</li> <li>• Pupil questionnaires</li> </ul>	<p>Space available for intervention programmes</p> <p>Disabled toilet (adult) with shower</p> <p>Ramps</p>	<p>Rewards specific to the child</p>	<p>Training from outside agencies specific to a child</p> <p>Whole staff training on choking</p>