

Pendock CE Primary School - Audit of Provision

Wave 1	Wave 2	Wave 3
<p>Inclusive Strategies for <u>all</u> learners embedded in Quality First Teaching</p> <ul style="list-style-type: none"> • High expectations • Differentiated planning demonstrating access, support & extension with clear use of LO/SC • Access to an appropriate curriculum which is relevant to the interests of the children. • Groupings – consideration to supportive pairings, mixed ability • Availability of clearly labelled resources e.g. writing slopes, pencil grips, left-handed equipment, word banks etc • Dyslexia friendly classroom. • Visual concrete aids to support learning i.e. numicon shapes, number lines, 100sq, alphabet strip, dictionaries etc • Visual timetables • Visual timers e.g. sand timers • Range of methods for recording work across subjects e.g. oral, pictorial, drama, mind map, ICT • Clear instructions and boundaries • Clear rules, reward systems and hierarchy of sanctions 	<p>Targeted intervention and support for some learners</p> <ul style="list-style-type: none"> • NLS & NNS intervention programmes (ALS, ELS, Springboard) • Intensive small group programmes to support Literacy & Numeracy skills (tracking back to fill gaps) • Numicon, 1stClass@Number and marvellous Max's Maths group Maths Intervention programmes. • RAPID Writing small group intervention. • Catch Up reading schemes – Big Cat Progress readers. • Catch up Reading interventions – Better Reading, RAPID Reading, Project code. • Phonic based intervention programmes • Small groups targeting speaking & listening • Small groups targeting social skills/behaviour management (Time to Talk). • Gross motor skills/Coordination programmes – Smart Moves, Jimbo Fun. 	<p>Specialist support for a few learners</p> <ul style="list-style-type: none"> • Precision teaching to meet individual targets • Adult support to access the curriculum • Assessment and support programmes from external agencies e.g. LST, BST, EPS, SaLT, OT, Physio, ICAN, CAMHS, Social Care, Health Professionals • Fine Motor programmes e.g. Jimbo Fun • Increased access to ICT for recording e.g. Laptop, tablet • Personal visual timetable • Visual timers, keyword lists • EAL personalised dual language dictionary • Alternative communication system e.g. use of signing • Access to Nurture provision (behavioural contracts, personalised reward systems) • Pastoral Support Plan (1:1 support) • Support with personal hygiene. • Word Aware for Individuals.

- Access to a Quiet area, 'time out' zone
- Positive reinforcement e.g. Time for Tea, zone boards, Pride in Pendock time, visual clues, active listening/visual prompt cards
- Circle time and PSHE
- Right to a voice – School Council and Play Leaders.
- Good home/school liaison.
- Whole Class Listening Skills Programme.
- Whole Class Word Aware.
- Talk for Thinking and Learning approaches.
- Understanding of Emotional Attachment and Emotion Coaching.

- Fine motor skills/Handwriting programmes – Jimbo Fun, Start right stay right, Write from the Start.
- Keyboard Skills groups.
- Personalised word mats/banks, specific equipment.
- Access to social skills/behaviour management support – Friendship groups.
- Enrichment Activities for Gifted & Talented, Thinking Skill based.
- Small group Listening Skills Programme.
- Small group Word Aware.
- Small group Language for Thinking.
- Think About It programme.
- Apples and Pears Spelling Programme.

- Dancing bears 1:1.