

Perdiswell Primary School

Wave One	Wave Two	Wave Three
<ul style="list-style-type: none"> • Whole school Quality First Teaching practice across school • Mainstream class or set with inclusive planning and clear use of objectives and success criteria, content and pace differentiated according to need • Regular reviews take place of how pupils are grouped for learning • Consideration given to grouping by ability and deployment of teaching assistants • Flexible groupings used with a targeted focus on learning, monitored through measureable targets • Challenge and modelling within classrooms to develop learning • Physical organisation of classroom adapted • Classroom methodically organised and conducive to good learning- clearly labelled resources available including word banks, dictionaries, number lines, left handed equipment etc. • Clear rules, rewards and sanctions • Visual timetables (KS1) • Range of methods for recording work across all subjects e.g., oral, pictures, photographs, drama, use of ICT etc. • Access to SENCo • Use of talk partners, peer and self-assessment • Thinking Skills activities and brain breaks • Identification of difficulties is embedded • Effective tracking of pupils • Pastoral support effectively embedded • Attendance monitored carefully and incentives in place • Teachers take account of how different pupils learn and amend presentation accordingly • Effective reporting and communications systems are in place to report to parents • Health care plans in place 	<ul style="list-style-type: none"> • Daily access to catch up intervention run by teachers, HLTAs and TAs according to need • Individual teaching programmes delivered in short sessions according to need • Some 1:1 work outside the classroom • Low stimulus work areas in place • Quiet area available with known staff • Teacher mentor/counselling • Additional adults directed by teachers, appropriately trained and have access to training to enhance professional development and be confident with pupil's individualised targets and assessing pupil progress • Intervention programmes delivered: phonics, gross/fine motor, Write Dance, Smart Moves etc. • Social skills 1:1 and group work • Anger management/emotional literacy sessions • SEAL group • Use of circle time to reinforce expectations • Teaching Assistants well deployed to support access to learning in mainstream lessons • Pre-lesson introduction to key points, content and concepts • Pastoral Support Plans are introduced for pupils in danger of escalated concern • Updated staff training in all areas of SEN 	<ul style="list-style-type: none"> • Precision teaching to meet individual targets • Increased adult:child ratio • Assessment and support programmes from external agencies (1:1 or group delivery) e.g. Educational Psychology, Speech and Language, Occupational Therapy, Physiotherapy, Access & Inclusion, Children's Services, Health professionals, Visual Impairment Team, Hearing Impairment Team, Early Intervention Family Support • 1:1 programmes – Pegs to Paper, Jimbofun, Pindora's Box etc. • Increased access to ICT for recording • Electronic held spell checkers, key word lists, iPads • Individual TA support to enable access to broad curriculum • Individual programmes of study to fill gaps • English as an Additional Language individual support • Home/School diaries and communication books • Multi-agency approach to extra support • Supervision in play/lunchtimes to assist social interaction, independence, play and emotional well-being • Flexible personalised timetables may include a reduced timetable • Provision of additional adult support up to 20 hours per week • Access to private speech and language therapist.

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Outcomes – Evidence of monitoring, Evaluation and Review

- Accurate pupil progress data against baseline assessment is up to date
- Evidence of graduated response to: engagement/participation
lower than expected pupil progress
- Evidence of challenge and modelling within classrooms to develop learning
- Evidence of recent audits and whole school approaches to support learning
- Attendance data reflects absence of all individuals and defined groups
- **Up to date access plan with evidence of accessibility to school environment**
- Impact of intervention monitored on a regular basis and evidenced through Plan, Do, Review approach
- Class based assessment and recording
- Moderation of work
- End of term/end of year assessments
- Trackers for children at Wave 2 reviewed 3 times a year
- Individual Education Plans for children at Wave 3 reviewed 3 times a year
- Termly targeted intervention tracked by SENCo and Teaching Assistants
- Individual assessment to inform next group's targets
- Evidence that specialist advice has been incorporated in pupil support plans
- Evidence of the setting of SMART targets and progress made towards these at a series of reviews
- Opportunities exist for fast track referral to Specialist Agencies
- Clear records and timeframes for all interventions are available
- #Evidence that support resources have been deployed in a targeted, pupil focused way
- Parents and carers invited to contribute towards plans and respond to planned strategies through parent teacher meetings and regular reviews

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