



How we support children at Beauclerc & Chennestone 2019 - 2020

Area of need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> • Welcoming, comfortable; imaginative and exciting; safe and supportive learning environment • Learning matched to pupils needs • “Can-Do” mindset focussed learning • Emphasis on creative learning • Varied learning experiences and outcomes • Learning partners • In-class TA support or targeted teacher support • Mediated teaching techniques • Visual timetables and other visual aids • Children able to access learning resources independently • Whiteboards used to promote active participation • Interactive whiteboards increase visual support for learning • Visualisers support quality feedback • Writing support resources eg Word Mats • Access to ICT • Mixed ability groupings / varied groupings to suit tasks • Pupil initiated learning 	<ul style="list-style-type: none"> • Focussed intervention programmes eg <ul style="list-style-type: none"> • FFT • First Class in Number • Phonics • Daily Mathematics small group support including high pupil staff ratio • Adult led Guided Reading 3 – 5 days a week • Focussed Guided Writing sessions • Targeted in-class support from TA/CT • Increasingly individualised timetable • Specific groups have a high adult to pupil ratio • Additional teacher led support lessons 	<ul style="list-style-type: none"> • Recognised evidence based interventions e.g. <ul style="list-style-type: none"> • Reading Recovery* • Speech & Language** • Specific support programmes eg <ul style="list-style-type: none"> • BRP – Now renamed in individual schools • SNAP • High 5 • Beanstalk • Individualised timetable • Individualised programmes / provision based on advice from outside agencies, for example, EP/specialist teacher/outside health professionals leading to eg: Speech & Language Programme • Exam special arrangements

	<ul style="list-style-type: none"> • “No Hands Up” culture • Motivating starting points for learning • Opportunities for sustained and extended learning • Focussed support where needed. • Personalised learning opportunities • Learning Maps • Recognition of pupil voice • Parent liaison 		
Area of need	Wave 1	Wave 2	Wave 3
Communication and Interaction	<ul style="list-style-type: none"> • As above (cognition and learning) • Use of modified language • Use of symbols • Structured school and class routines • Environmental clues (e.g. location systems) • Sound field systems* 	<ul style="list-style-type: none"> • Targeted in-class support with focus on speech and language • Use of additional ICT support • Consistent language approach across school • Social Use Of Language Program* • Pyramid Club* • Speech and language therapy group ** • Social skills groups • Lego Therapy 	<ul style="list-style-type: none"> • Personal visual timetables • Personal / alternative work space • Small group or one-to-one support for language • Individualised programmes / provision based on advice from outside agencies, for example, EP/specialist teachers/outside health professionals • Additional ICT resources / support • Evidence based intervention e.g. Language for Thinking program • Pre-teaching and preparing pupils for learning e.g. key vocabulary Word Aware (2) and PORIC • Attention Autism Intervention

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<p style="text-align: center;">Emotional, behavioural and social</p>	<ul style="list-style-type: none"> • As above (Cognition and Learning) • Whole-school culture and ethos • Positive Behaviour policy • Restorative approaches adopted • Rights Respecting Agenda • Sustainable schools ethos • Positive relationships fostered between pupils and staff • Positive relationships with families/carers • Consistent approach to strategies for learning and inclusion • Creating a sense of connectedness, belonging and pride • High expectations role modelled by adults and children • Good opportunities to work collaboratively • Recognition for effort and promote a 'can-do' attitude. • Supportive classroom environments with positive talk • Peer support for learning • TA in each class – pastoral role • Additional TAs with whole school pastoral roles • TA led playground activities • Focused professional development • Whole class Circle Time • Quiet time club* • Zippy's Friends Programme • PSHE-focused work 	<ul style="list-style-type: none"> • Small group circle time • In-class support for <ul style="list-style-type: none"> • Learning • Behaviour targets • Access • safety • Pyramid club* • Social Skills groups • Targeted Peer Mentor support • Additional access to lunchtime activities • Support for Families • Lego Therapy 	<ul style="list-style-type: none"> • One-to-one supported activities • Small group or one-to-one support for social skills • Individual counselling* • Individual peer mentoring* • Individual reward system • Social skills training or anger management • Pastoral support plan • Time out • Social Stories • Individual visual prompts and support • Resources to support learning, concentration etc and reduce anxiety • Individual work spaces • Planned access to time out • TEACCH activities (ASD program) • Pre-planning and preparation of activities • Support to aid movement between lessons / year groups • Lunchtime and playtime support • EP/specialist teacher involvement and advice • Specific liaison with and support for families • Reintegration programme • Calm down area / space • Individual behaviour plan

	<ul style="list-style-type: none"> • Peer Mentors* • Buddy systems • Quality play provision e.g PLAYPOD* • Positive touch trained staff • Leadership Structure eg Pastoral and CARE Team and Pupil Premium Team 		
Area of need	Wave 1	Wave 2	Wave 3
Sensory and physical	<ul style="list-style-type: none"> • As above (cognition and learning) • Aim to provide equality of opportunities (Equalities Policy) • Raise awareness and understanding of disability and differences • Provide access to a range of clubs and enrichment activities • Soundfield system* • Personal Care and Welfare Assistant • First Aid Training • Occupational therapy equipment • Approaches to support gross and fine motor skills e.g. writing • Improved accessibility of building • Disability toilet at Chennestone • Flexible teaching arrangements 	<ul style="list-style-type: none"> • Fine motor skills groups • Gross motor skills groups • Physical Activity groups • Location of children in class • Additional keyboard skills training • Additional fine motor skills practice • In-class support for access/safety 	<ul style="list-style-type: none"> • Individual support to access the curriculum, play and enrichment activities • Physiotherapy and occupational therapy programmes • Access to PC's to support learning where appropriate • Use of appropriate resources (e.g. radio aids) • Signage • Access to specific resources that support sensory and physical needs • Personal care support • Classroom adaptations • Flexible timetabling • Exam special arrangements • Liaison with outside agencies eg EP / specialist teachers / health professionals • Specific liaison with and support for families •

Glossary of Terms

BRP – An early intervention programme to support pupils in reading

EP – Educational Psychologist

Fisher Family Trust – An early intervention programme to support pupils in Year 1 with Reading and Writing

Pyramid Club – A club to promote self-esteem and social interaction with peers

SNAP – An established intervention programme for Mathematics in Primary schools

Sound Field System – A device that amplifies teacher speech, supporting pupils with hearing impairment

TEACHH activities – Activities specifically designed for pupils with autistic or other communication difficulties

Lego Therapy – Lego activities designed to develop social interaction and problem solving

Beanstalk – Additional support to improve and inspire confidence in reading delivered by a specifically trained volunteer from the Beanstalk Charity

High 5 – An intervention programme designed to develop independent reading and writing strategies