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|  | Quality First Teaching | Additional and Different | Specific intervention Needs |
| Cognition and Learning | V-A-K approach to teaching and learningTeaching key aspects of learningWorking walls and displaysVisual timetables Use of Success Criteria/Lesson objectivesDifferentiated task, objective or outcome linked to objective where appropriate. Open ended tasks – use of ‘If…’ ‘Suppose…’Mixed ability groupingVariety of group rolesStudy Buddies and Talk Partners Learning through playRelevant and meaningful curriculumHigher order questioningAfL Personal targetsTarget flip chartRelevant use of ICT – smartboard/iPadsTeacher laptop operator**Writing**Writing wallsWriting frames/prompts**Spelling** Phonics Sound MatsRising Stars Phonic Scheme daily**Reading**Phonetically de-codable booksRelevant reading material/resourcesGuided group work led by Teacher / TA or other childReading Eggs**Maths**TT Rockstar’sDoodle Maths | Focused sentence workInterventions tailored to groups Booster groups (SATs)Relevant reading material/resourcesAccessing SATsNessyHairy Phonics Rising Stars Phonics Keep-Up timeWidget | Reading InterventionMemory skills training Maths Intervention**External Agency Involvement**SALT programmesEducational psychologistInclusion HubsEarly Help |
| Communication and Interaction | Visual ResourcesVisual timetablesUse of symbols, flipchartsConsistent use of marking policy – rewarding effort and defining next stepsDifferentiation of language - instructionsMixed ability triads – SEN in the middleTeacher / TA modelling / amanuensisRelevant use of ICTLaptopsiPads | Specific ICT programs -Communicate in print | 1:1 support where appropriateIndividual Speech and Language programmes**External Agency Involvement**Inclusion HubSpeech and Language Therapy |
| Emotional, Behavioural and Social | Whole school behaviour policyClass rulesGroup rulesCircle timeWhole school reward systemChoice table matAnti bullying policySEALEmotional Literacy Borrowing LibraryAll staff are regularly trained in the most up to date behavioural strategies.Jigsaw | Talking PartnersSocial StoriesSmall group work Individual reward system | Home school behaviour record/individual reward systemPeer mentoringWorking with Pastoral Officer… 1:1 or small groupsZones of RegulationLego ClubEmotions Mountain personal plan**External Agency Involvement** CAHMSInclusion Hub |
| Sensory and Physical | Flexible teaching arrangements ActivateStaff aware of implications of physical impairmentWriting slopesMedical plansRelevant use of ICT including Alpha SmartsPairing of pupils according to left/right handednessEnvironmental factors (blinds, lighting, background noise) | Multi-sensory handwriting activitiesThe use of the sensory room. | Individual support through the dayMulti Agency InvolvementPhysiotherapy programme |
| Medial | General safeguarding procedures following the policy  |  | Personal medical planPersonal support assistant (where appropriate) |