

All Saints CE Primary School Whole School Provision Map

UNIVERSAL ENTITLEMENT

Quality First Teaching and universal behaviour management strategies enable all learners to make good progress alongside their peers in mainstream lessons...

Quality for Teaching and Learning

- High expectations of/ challenge for all.
- Clear learning objectives and differentiated outcomes, clear instructions
- Modified teacher language.
- Whole school development of social and emotional skills, emotional vocabulary, music, SEAL skills
- Clear feedback and next steps in their learning – children involved in the process and given time to respond
- Behaviour for Learning at the heart of lessons/school ethos. Carefully structured group work and talk opportunities (including talk partners, circle time), time to talk with adults and peers, time to listen, teaching the skills needed to work and be with others). Opportunities to discuss, debate and have ideas, ability to understand other points of view, active listening...discuss and share
- In class support from adults. Provide support and promote independence where possible.
- Learning walls with clear fonts to support.
- Time to talk things through with a Talk Partner before feeding back to class.
- Access to ICT in particular I pads to help reduce barriers to learning.
- Writing frames or alternatives to written recording when writing is not the primary objective.
- Have spare equipment such as pens, rulers, pencils etc .
- Pupils are provided with relevant and accessible resources e.g. word lists, number lines, dictionaries, spell checkers.
- Teachers draw on a variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals.
- Make learning multisensory, (visual, auditory and kinaesthetic learning) making use of music, actions, graphics etc.
- Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do. 'Assessment for Learning' principles in place.
- Personalised and differentiated teaching, including questioning
- Present learning in small chunks. Mini plenaries throughout session to ensure pupils making good progress. Intervention given to overcome misconceptions.
- Appropriate emotional and physical learning environment – welcoming, meet & greet, tidy, organised, drinking water, outdoor provision.

Behaviour Management

- Positive, mutually respectful relationship building/self-esteem raising.
- Meaningful praise, frequent but genuine (catch them being good)
- Reward system in place (House Points) - agreed by the school community and used by all – consistently.
- Expectations of pupils and adults are clear, agreed, shared and 'alive' in the school, in all aspects of school life (class, school, around school day- Code of Conduct)
- Modelling of good behaviour by adults and peers to each other.(adult to adult, a to peer, p to p, p to a)
- Voice/body language/gestures/tone of voice/to subtly communicate either praise or need for modifying behaviour.
- Use of choice, privately understood signals, tactical ignoring, immediate and deferred consequences.
- Visual displays to reinforce agreed, clear policy/expectation/ethos/practice etc.
- Behaviour Policy –regularly reviewed, shared and 'alive', with reasonable adjustments for SEND.
- Restorative practice framework, peer support systems – buddies, listeners, circle time.
- Framework of meaningful consequences – linked to whole school ethos and expectations.
- Appropriate levels of 'proactive' adult supervision in classrooms and around school.
- Response to individual pupil needs e.g. fidget toys.
- Foster good relationships with parents, contact home when things are going well.
- Use assemblies to deliver key messages/focus on issues.
- Home/school contracts/agreements/ planner reminders.

EARLY INTERVENTION

In addition to quality first teaching & universal behaviour management...

- Small group work - structured, with a purpose and measured impact e.g. Targeted guided writing/reading/spelling groups personalised to need and differentiated appropriately
 - Individual visual timetable, social stories.
 - Study support group sessions
- Adjustments to classroom/learning spaces to enable each pupil to mingle, eg seating plans/quiet areas/arranging furniture appropriately,
 - Safe space, use of displays, music, lighting, temperature etc.
 - SENCO support to collate information and inform strategy.
 - Peer mentoring/buddying, daily 1:1 with key adult - emotional support, setting up for day/part of day.
 - Appropriate adult intervening/supporting – knowing the right person to have an impact with that pupil
- Home school support – eg link tool, planner, regular meetings, texting, e-mail, informal end of day catch up
 - Individual targets -agreed and named and with pupil input key eg. positive behaviour report.
- Intervention programmes – Early Literacy Support (ELS), Further Literacy Support (FLS), Socially Speaking, Paired Reading, Numicon, Narrative Therapy, Speech and Language work, Write from the Start, 1st Class @Number, Springboard, circle of friends.

PERSONALISED PROVISION

In addition to quality first teaching & universal behaviour management...

- Are there any underlying conditions that may need to be treated / managed better? (ADHD/Autism/Depression/etc.) GP/EP involvement – Education and Health Care plan (EHCP)?
 - EMS Involvement, CAHMS?
- Personalised Provision Map. Unpick - what will **make a difference**? Change things (if systems are not working what **will** have an impact?) Eg personalised reward/consequence system.
 - Deliver specific programme e.g , Socially Speaking, Narrative, Paired Reading.
 - Clicker 6 to support sentence construction (ipad app)
 - Personalised wordshark activities
 - Additional time to complete work/ process questions.
 - Additional 1:1 reading
 - Use of comprehension cards
 - Acces to high interest / low reading age material
 - Supported talk with an additional adult
 - Memory strategies explicitly taught
 - Speech and Language therapy (if deemed appropriate after SLT assessment)
 - Pre-teaching
 - Breaks as necessary
 - Individual projects to support curriculum
- Partnership: Pupil, School, Parent, External Partners, TAC (Team Around the Child) framework