

## Whole School Provision – Whitstable and Seasalter Endowed C of E (Aided) Junior School

**NOTE: This is an overview of intervention which may be accessed over the whole year by each year group. Children would access an intervention or a small number of interventions linked to an identified need for a time limited period.**

**The number of children and the intervention provided will change each term depending on a review cycle.**

**QUALITY FIRST TEACHING LINKED TO KENT MAINSTREAM CORE STANDARDS – IN PLACE ACROSS THE SCHOOL**

**TEACHERS HAVE ACCESSED FOUNDATION LEVEL TRAINING ENABLING THEM TO MAKE TEACHING ACCESSIBLE TO HIGH INCIDENCE SEN e.g. a dyslexia friendly classroom/knowledge ASD**

<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Social, Emotional &amp; Mental Health</b>	<b>Sensory and Physical</b>
<ul style="list-style-type: none"> <li>✓ Visual cues/symbols/gestures</li> <li>✓ Use of the indoor and outdoor environment to stimulate learning</li> <li>✓ Talk partners</li> <li>✓ Multi-sensory approach/practical learning (VAK)including role play</li> <li>✓ Learning Intentions displayed and made explicit to pupils in every lesson</li> <li>✓ Progression of skills</li> <li>✓ Creative approach</li> <li>✓ Effective TA deployment</li> <li>✓ Differentiated work</li> <li>✓ Assessment for Learning</li> <li>✓ English/Maths sets</li> <li>✓ CiTV (connecting into their values)</li> <li>✓ Leuven Scale- Involvement</li> <li>✓ Success Criteria/Steps to success (Children actively involved)</li> <li>✓ Guided Reading</li> <li>✓ Child led topics following the children's interests</li> <li>✓ Writing Through Drama</li> <li>✓ Use of Writing plans/scaffolds</li> <li>✓ Spelling/word mats</li> <li>✓ Whole school spelling approach</li> <li>✓ Attractive curriculum displays &amp; working walls</li> <li>✓ A range of writing tools/access equipment made available e.g. reading rulers</li> <li>✓ Prayer Garden</li> <li>✓ Art shed-lunchtime</li> <li>✓ Seaside room</li> <li>✓ After school and lunchtime clubs</li> <li>✓ Bikeability</li> <li>✓ School Trips</li> <li>✓ Educational visitors</li> <li>✓ Library</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use of Language Link Online screening assessment for all Yr 3 children</li> <li>✓ Visual Timetables</li> <li>✓ Active listening cues /visuals</li> <li>✓ Topic and Core vocabulary displayed</li> <li>✓ Pre Teaching of Topic vocabulary with small group where required.</li> <li>✓ Pupil self-evaluation</li> <li>✓ Awareness of optimum seating arrangements reflected to needs</li> <li>✓ Teacher checks understanding of instructions and supports with visual &amp; nonverbal cues as needs</li> <li>✓ Simplified language/break down of instructions into chunks</li> <li>✓ Task management boards to break down task into smaller steps</li> <li>✓ Open questioning techniques to challenge pupils at all levels</li> <li>✓ Use of a range of alternative recording methods e.g. Mind Maps/ICT programmes/Sentence sequencers</li> <li>✓ Effective questioning</li> <li>✓ Use of a variety of ICT programmes /software</li> <li>✓ Differentiated homework</li> <li>✓ Planned transition programme for all pupils to support transition preschool to school, within school and KS1to KS2</li> <li>✓ Kahoot, Education City</li> <li>✓ Prayer Garden</li> <li>✓ Art shed-lunchtime</li> <li>✓ Seaside room</li> <li>✓ Newsletter</li> <li>✓ School website and social site</li> <li>✓ Competitions in house and wider community</li> <li>✓ School trips</li> <li>✓ Meet and Greet (Morn and after school)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Whole school behaviour policy</li> <li>✓ Christian School Values actively modelled and discussed</li> <li>✓ Use of ABC records to log and analyse presenting behaviours</li> <li>✓ Playground Buddies</li> <li>✓ Visual Timetables</li> <li>✓ Talk Partners</li> <li>✓ Classroom rules/expectation established with the children</li> <li>✓ Classroom rewards system for each class established with the children</li> <li>✓ Visual cues/prompts</li> <li>✓ Flexible use of environment eg time out space</li> <li>✓ Positions of responsibility – special helpers/monitors</li> <li>✓ Awareness/support of emotional well-being</li> <li>✓ Pupil Voice – representatives of all years – School council, R.E council</li> <li>✓ House captains</li> <li>✓ Collaboration</li> <li>✓ Positive relationships between adults and children</li> <li>✓ Perseverance when meeting challenges</li> <li>✓ Cooking</li> <li>✓ Leuven scale-Well-being</li> <li>✓ Evidence of equal opportunities via a range of work displayed</li> <li>✓ Mindfulness activities</li> <li>✓ School nurse drop ins</li> <li>✓ Prayer Garden</li> <li>✓ Art shed-lunchtime</li> <li>✓ Seaside room</li> <li>✓ Assemblies in church</li> <li>✓ Candle Time</li> <li>✓ Singing</li> <li>✓ Music</li> <li>✓ Church Pastoral Team</li> <li>✓ School trips</li> <li>✓ Well-being Playground leader</li> <li>✓ Meet and Greet (Morn and after school)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Health Care Plans for Medical needs</li> <li>✓ Disabled toilet</li> <li>✓ Medical Room</li> <li>✓ Access to water in lessons</li> <li>✓ A range of writing tools/access equipment available (e.g. sloping desk/sit and move cushions/pencil grips/ridged rulers/left hand scissors)</li> <li>✓ Access/special arrangements for internal/external learning assessments where needs identified/evidenced</li> <li>✓ Cooking</li> <li>✓ Engaging Displays</li> <li>✓ Prayer Garden</li> <li>✓ Library</li> <li>✓ Art shed-lunchtime</li> <li>✓ Seaside Room</li> <li>✓ Swimming Lessons</li> <li>✓ Bike ability</li> <li>✓ School trips</li> <li>✓ Sports Day</li> <li>✓ Sports Coach (2 afternoons a week)</li> </ul>

Targeted Support	Individual Support	Outside Agencies possibly involved
<ul style="list-style-type: none"> <li>▪ Language Link intervention groups</li> <li>▪ Phonics support small group</li> <li>▪ Precision Maths</li> <li>▪ Precision Literacy</li> <li>▪ Fizzy– Balance Education &amp; Movement – gross motor skills programme</li> <li>▪ Sensory Circuits</li> <li>▪ Clever Hands/Fingers– fine motor skills programme</li> <li>▪ Mindfulness</li> <li>▪ Nurture groups</li> <li>▪ Access to FLO</li> <li>▪ Boxall profile activities</li> <li>▪ Mindfulness tasks</li> <li>▪ Handwriting</li> <li>▪ BRP</li> <li>▪ Social Skills</li> <li>▪ Lego Therapy</li> <li>▪ Fizzy</li> <li>▪ Overlays</li> <li>▪ Dyscalculia Solutions</li> <li>▪ Phonic mats</li> <li>▪ Nesy programme</li> <li>▪ Transition support</li> <li>▪ Booster groups</li> <li>▪ School Counsellor (CHATTs)</li> <li>▪ Ball Therapy (OT programme)</li> </ul>	<p><b><u>For EHC Plans:</u></b></p> <ul style="list-style-type: none"> <li>▪ Individual Provision Plan with outcomes reviewed at least 3 x per year</li> </ul> <p><b><u>For high level needs pupils:</u></b></p> <ul style="list-style-type: none"> <li>▪ Individual Learning Plan/Passport documenting barriers to learning/supporting strategies/personalised programmes/ external agency involvement</li> <li>▪ Probable External agency involvement</li> </ul>	<ul style="list-style-type: none"> <li>▪ SALT – (In school Language programmes/ Specialist</li> <li>▪ SALT – (Articulation referrals – In clinic SALT)</li> <li>▪ O.T /Physio– OT referrals following implementation of Fizzy Intervention and/or Clever Fingers /Sensory Circuits</li> <li>▪ Educational Psychologist</li> <li>▪ Specialist Teaching Service accessed following LIFT referral – (SEMH) (C&amp;I), (C&amp;L) (P&amp;S)</li> <li>▪ Consultant Paediatrician – Dr. Parks team</li> <li>▪ Special School Outreach Teacher</li> <li>▪ Cygnets</li> <li>▪ Specialist Learning and Teaching service–Hearing Impairment</li> <li>▪ EAL support</li> <li>▪ NEFLT</li> <li>▪ Early Help</li> <li>▪ School nurse</li> <li>▪ Education Welfare Officer</li> </ul>