



Wave 1 Provision at Burhill Primary School

COGNITION AND LEARNING	SPEECH LANGUAGE AND COMMUNICATION	SOCIAL, EMOTIONAL AND MENTAL HEALTH	PHYSICAL AND SENSORY
<p>Creative curriculum ensuring learning is irresistible e.g. Stunning starters and Fantastic Finishers</p> <p>Teaching and learning focuses on children's interest and real life experiences</p> <p>Well planned lessons, based on knowledge and prior attainment of pupils</p> <p>High aspirations for all</p> <p>Differentiated curriculum, planning and activities to suit the needs of ALL learners</p> <p>In class TA support used effectively</p> <p>Clear learning objectives</p> <p>Daily differentiated letters and sounds groups</p> <p>Varied, engaging and multi sensory teaching styles to suit the needs of all learners (auditory, visual and kinaesthetic)</p> <p>Key vocabulary, number lines, phonics displayed in all classrooms</p> <p>Brain gym/movement breaks to promote listening and attention</p> <p>"I can" statements</p> <p>Lollipop sticks used to support participation</p> <p>Effective verbal and written feedback</p>	<p>Each classroom has a visual timetable prominently displayed to support all</p> <p>Visual aids, prompts, interactive whiteboards, visualisers etc are used to aid learning</p> <p>Key vocabulary taught and clearly displayed</p> <p>Staff are aware of children with speech and language difficulties and use strategies such as the following</p> <ul style="list-style-type: none"> • Information and instructions are repeated and simplified if necessary , • Modelling: Pupils are given a demonstration and/or example of what is expected, • Teachers use the 10 second rule to allow thinking time for those who need more processing time • Chunking instructions. The delivery of information is slowed down and pauses are given when needed, to ensure pupils retain key points. • Pupils are encouraged to repeat information and/or instructions to ensure they have understood. • Pupils are encouraged to use visual feedback e.g. thumbs up /thumbs down • Pupils are aware of pre-arranged cues for active listening (e.g. symbol, prompt card, verbal cue). • Pupils are encouraged to seek clarification if they have not understood or if they need help e.g. 	<p>Class teachers at classroom doors at beginning and end of day to greet parents and children</p> <p>Teachers and TA provide a welcoming start to the day</p> <p>Caring observant staff who have high regard for nurture</p> <p>Visual timetables used to support all</p> <p>Behaviour policy that's transparent to pupils and parents</p> <p>Class charter/ rules drawn up and agreed by each class are visually displayed</p> <p>Clear and consistent classroom rules and routines supported by clear consequences.(sun , rainbow, cloud)</p> <p>Reward system includes , brick jar, stickers, stampers , certificates, house points, merits</p> <p>Opportunities for individual, paired, group and whole class discussions</p> <p>Circle time</p> <p>Children's achievements are recognised and celebrated</p> <p>Social emotional and aspects of learning taught in class and through assemblies.</p> <p>Befrienders offer lunchtime and playtime peer</p>	<p>Accessible Building, wide doors at front entrance, lifts in new part of building, sensory room, sensory garden, additional quiet group rooms.</p> <p>Pupils seating is purposely planned, some children need a definite carpet space to support their learning e.g. at front, at end of row</p> <p>Staff aware of implications of being left handed and consider seating arrangements i.e. (positioning of paper and access to appropriate resources e.g. left handed scissors</p> <p>Teacher aware of implications of sensory and physical impairment e.g. not covering mouth when talking to pupil with hearing impairment/ light implications for visually impaired</p> <p>Suitable furniture and space, according to pupil need and accessibility e.g. ...can small children sit comfortable on chair with feet on floor for stability?</p> <p>Resources easily accessible to children to encourage independence</p> <p>Multi sensory learning to suit different learning styles</p> <p>Regular movement breaks, brain gym , warm up hand exercises for writing etc to</p>



Wave 1 Provision at Burhill Primary School

<p>(tickled pink and green for growth)</p> <p>Children know their individual targets and next steps in maths and literacy (apples and pears on target tree)</p> <p>On-going assessment for learning , half termly tracking, observations in EYFS</p> <p>Teachers have termly Pupil Progress meetings with Head teacher and Inclusion manager</p> <p>Philosophy for Children encourages good thinking skills</p> <p>Support for pupils who have difficulty remembering instructions e.g. pictorial instructions, ask them to repeat instructions back , individual white boards and pens for all pupils, mind maps, sticky notes, learning, working walls</p> <p>Written and spoken instructions are presented in ways to enable all pupils to access them e.g. bullet points, use of widgets, key points, use of colour, language adapted, rehearsing and repeating back of instructions, reminders.</p> <p>Resources are easily accessible to pupils and clearly labelled in the classroom to encourage early independence.</p> <p>Activities use a range of resources which will support the pupil's learning styles including the chance to experiment, role play, create models, use writing frames and record work in a variety of ways</p> <p>There is a clear home/school partnership</p>	<p>use of 'buddy'; pre-arranged signal such as a piece of coloured card on their table to mean: <i>'please can</i></p> <p>Questions are asked which encourage participation of all e.g. <i>'Who agrees with Zoe?'; 'Has anyone got a question for Ben?'</i></p> <p>Questions are pitched to challenge pupils of all abilities and alternatives are provided to invite a response.</p> <p>Open-ended questions are used to encourage pupils to think, reason and speculate (e.g. <i>'What happened when you got to the fair?'</i> instead of <i>'Did you enjoy the fair?'</i>).</p> <p>Prompt cards, using the narrative framework (who, where, when, what happened, etc.) are used to support the understanding of question words.</p> <p>Makaton and non-verbal communication such as gesture, signing, facial expression, eye contact, nodding, etc is used when appropriate</p> <p>Talk partners considered to encourage a good role model</p> <p>The 'rules' of good listening (<i>good sitting, good thinking, good looking, good waiting</i>) are taught and visually displayed in class</p> <p>Learning platform. Parents can access and see children's photos and get an update of what the class is learning</p> <p>Philosophy for Children to promote thinking skills and discussion</p>	<p>support</p> <p>Praise is given for application, commitment and effort.</p> <p>Fun Friends in year 2</p> <p>School Councillors represent the pupil voice</p> <p>Feelings board in classrooms</p> <p>Opportunities for mixed ability groupings, paired work, friendship groupings</p> <p>Cross phase activities e.g. Year 2 children reading to reception or working with children from another year group during special weeks</p> <p>Many opportunities for Drama and role play activities including school performances</p> <p>Relevant training for school staff i.e. positive touch, behaviour strategies etc</p> <p>Routines are taught for activities in class and throughout the school day including transfer around the school and lining up</p> <p>5R's rights and responsibilities are taught</p> <p>Positive reinforcement is given when pupils are listening (<i>'I like the way is looking at me'</i>).</p> <p>Encouragement and praise are used effectively to engage and motivate pupils</p> <p>Good relationships with adults, allowing children time to talk, helping them to feel safe and secure</p> <p>Weekly class mascots in KS1 and EYFS</p>	<p>promote listening and attention</p> <p>Length of activities are age appropriate</p> <p>Gross Motor development supported through PE curriculum</p> <p>Visual timetables are used in all classrooms so pupils are clear of the activities that day.</p> <p>Access to gross motor physical equipment such as climbing frame and trim trail for all and ride-on toys for Reception class and nursery</p> <p>Wide variety of different writing materials provided including triangular pencils, pencil grips</p> <p>Staff aware of who needs to wear glasses , those who have grommets and those with allergies or other medical needs</p> <p>Variety of after-school clubs are available to encourage pupils to get involved in extra-curricular activities.</p> <p>Access to drinking water, tissues, spare clothing</p> <p>Alternative ways of recording written information e.g. ict, , sound buttons, easy speak, scribe for those who find writing difficult</p>
--	--	--	---



Wave 1 Provision at Burhill Primary School

<p>and daily reading is expected at home and recorded in a reading record book.</p> <p>There are opportunities to use ICT across the curriculum.</p> <p>Open-ended questions are used to encourage pupils to think, reason and speculate</p> <p>Book corners in every classroom</p> <p>Opportunities for mixed ability groupings, paired and individual work</p> <p>EYFS offers free flow access to outdoor and indoor learning</p> <p>All classes have opportunities to go on educational visits to enhance learning.</p> <p>Ongoing continuous professional development for ALL staff to promote ethos of everyone is a learner</p> <p>Enriched curriculum with special events such as World Book Week, Love the planet week, Investigations week and special visitors etc</p>	<p>Verbal feedback and quality first marking informs children of their next steps;</p> <p>Open Door Policy There is good communication with parents through formal and informal means e.g. Parents evenings, emails, phone calls, Curriculum Evenings Burhill Flyer, parent forums. Learning platform etc.</p> <p>A priority is placed on fostering good relationships between all staff, children, parents and carers and others stakeholders</p>	<p>Collaborative learning skills such as turn taking and contributing ideas are taught</p> <p>Open Door policy in place to enable effective partnership between home and school</p> <p>High expectations to support behaviour in class and outside the classroom, including play and lunchtimes.</p> <p>Lunchtime supervisors trained to lead children in play and healthy activities</p> <p>Induction and transition strategies in place; include strong links with local nurseries and other local schools</p> <p>Children's work is displayed throughout the school</p> <p>Opportunities to share work and achievements</p> <p>High expectations of behaviour, presentation, school uniform and school work</p> <p>Effective transition planning and preparation anticipates and provides for the needs of all pupils</p> <p>Variety of after-school clubs are available to encourage pupils to get involved in extra-curricular activities</p>	
--	---	--	--