

Spofforth CE Primary School – ‘Experiencing Learning Together’ Whole School Provision Map

‘Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff (COP 6.36)
‘All teachers are teachers of children with SEND’ (COP 2015 5.2)

Targeted Quality First Teaching for All	Booster Catch Up	Personalised Provision
<ul style="list-style-type: none"> • T&L clearly and explicitly emphasises what children will learn. Consistent language applied across all classes – ‘We are Learning...’ & ‘Remember to...’. • Provision is planned based on accurate assessment of the children’s needs/stages of learning and prior learning. • School staff, respect, value and act upon information provided by parents. • Adults modify language to meet need. • Personalised and differentiated teaching of groups of learners and individual needs – see T&L non-negotiable agreement. • Consistent use of nomination to ensure questioning is targeted and differentiated. • High quality talk promoted from EYFS on. Skills of effective talk developed across whole school. Emphases on importance of quality talk for learning. • Classroom layout set to facilitate high quality talk. • Use of a variety of teaching styles and approaches matched to the needs of individuals. • Teachers use a range of access strategies to help children overcome barriers to learning e.g. use of models and images. • Tasks are clearly explained and or modelled. • Organisation of the classroom environment is conducive for learning, organised, uncluttered, accessible resources, promotion of independence. • High quality phonics work in phase groups. • Pupils given thinking time or support before responses are required. • New or difficult vocabulary is clarified, written up, displayed and referred to. • Pupils are provided with relevant and accessible resources eg. Word lists, number lines, dictionaries, spell checkers. • Variety of recording methods used as routine- use of software e.g. ‘Communicate in print’. • Use of ICT as an access strategy including specific learning applications on I-pads e.g. ‘Crazy Cursive’. • A range of strategies used to support the pupils with Spld ref: 	<ul style="list-style-type: none"> • Small group work, structured with a purpose and measured impact e.g. - pre-teaching in preparation for whole class sessions including difficult and new vocabulary. • Small group – follow up to target particular learning gaps. • Small group work to deliver specific intervention – 1st class at number, Success at arithmetic. • One to one work to deliver specific intervention – ALK, Read, write inc, Precision teaching. • Individual or group sessions – target specific gaps – curriculum time, breakfast club, holidays. • Learning conversations. • Adjustments to learning space layout to facilitate effective learning for groups/individuals. • Risk assessment to support inclusion within certain activities. • Mentoring/pastoral support at key times of day/week. • Individual behaviour plan/targets with individualised motivational rewards (short spells only) e.g the amazing five point scale. • Advice and guidance from external professionals. • Use of CAN-Do tool to support identification of need and help prioritise targeting of intervention support. 	<ul style="list-style-type: none"> • Education Health Care Assessment. • Individualised programmes of study/curriculum. • Personalised timetable – including range of leaning support to ensure curriculum, access as well as interventions to support specific areas of need. • Individual provision map and inclusion passport. • Clarity for all adults involved around specific needs and the impact they have on behaviour and learning. • Exploration of conditions that may need to be treated/managed/supported more effectively. • Half termly review. • Access to specialised or personalised equipment or loan of equipment to support learning beyond the classroom. • External professional involvement. • Individual session(s) with visiting specialist. • Annual review. • Consideration given to potential benefit of learning sessions beyond school setting. • Regular meetings with parents.

<p>Dyslexia Handbook – NYCC</p> <ul style="list-style-type: none"> • Use of procedural facilitators e.g. writing frames accompanied by higher order questioning and teacher dialogue to extend learning. • High quality feedback and expectation of response – see T&L agreed non-negotiables. • Expectation of self and peer review alongside high quality adult feedback. • Only two books used for recording of written work – helps link learning and ensure higher impact of feedback. • Personalised feedback identified from marking. • School 'Behaviour Principles' focus on effective learning behaviours – these are a whole school expectation. Prominently displayed across the whole school. • Promotion of growth mind-set attitude to learning. Meaningful use of praise and recognition focuses on process, attitude and effort. • Effective learning behaviours modelled by adults. • Termly HT and peer pupil progress reviews all learners. • Provision maps for specific areas of need as identified in SEN Code of Practice – Communication & Interaction, Cognition and Learning, Social, emotional and mental health difficulties, and Sensory and/or Physical needs. • Access to equipment to support sensory/learning needs – pencil grips, seat wedges, writing slopes, ear defenders, sensory chews, weighted blanket. • Class teachers access advice from SENCO in school and SLE from HART. • Class teacher's access advice from key documents e.g. SpID handbook. 		
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Recent Training Records

<p>All staff able to deliver on Quality first teaching (QFT). QFT expectations part of induction training/support for new staff. QFT expectations closely linked with teacher standards and expectations through appraisal. Whole staff commitment to QFT – e.g. agreed T&L non-negotiables, commitment to peer observation and review including work scrutiny. 2013-2014 – all support staff high quality questioning training via HART. 2013- 2014 – all teaching staff engaged with peer observation and coaching focusing on high quality talk and effective questioning. 2014 – All staff Autism awareness training – autism friendly environments, sensory awareness training. 2014 – All staff de-escalation training.</p>	<p>October 2014 AM Learning Conversations Training. Spring 2014 – MJ 1st class at number. SENCO and 1 other member of staff – 2 sessions 'CAN-Do' training – disseminated to other staff. January 2015 – SENCO communication and interaction conference Spring 2015 – All staff precision teaching training. Spring 2015 – SENCO BDA training in dyslexia, dyscalculia and visual stress. September 2015 – SENCO and LP Social stories training. October 2015 – HD Lego therapy training. Spring 2016 – SENCO CAHMS training in identify self-harm and mental health issues. Summer 2016 – AW and LP Communicate in print training. Summer 2014 – ongoing – SENCO attending LA SENCO networks.</p>
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