

# LEARNING AND ACHIEVING AT WAVELL JUNIOR SCHOOL

## Whole school provision map for cognition and learning

### UNIVERSAL ENTITLEMENT

*Quality first teaching and universal behaviour management strategies to enable all learners to make good progress alongside their peers in lessons....*

Teachers ensure that the whole curriculum is appropriately differentiated so that it is both accessible and challenging for all pupils. Teachers differentiate the way they deliver their lessons to suit all children eg. simplified language, slower lesson pace, alternative resources. The learning objective and success criteria for every lesson is clearly shared by the teacher and re-enforced throughout the lesson. The curriculum that the teachers teach is specifically planned based on the children's previous learning and their individual needs. Teacher's use graded questioning (inspired by Bloom's taxonomy) within and across all lessons. Children are able to use a variety of recording materials as a routine practice. Teachers ensure learning is presented through visual, auditory and kinaesthetic styles. Teachers set individual targets for children which are shared with them and plans made so they can meet these. Teachers ensure there is carefully structured group work and talk opportunities. Learning walls and displays that aid learning are maintained within every teaching space in school. Every classroom has a teaching assistant for at least part of the school day. Children are able to use writing frames, if appropriate, and recording work in a variety of ways is best practice throughout school. A range of pencil grips, pens and pencils are available for children to use in all classrooms. Teacher's endeavour to use a pale pastel shade rather than white when using the interactive white board. Coloured overlays are available for children to use if they find them helpful.

### EARLY INTERVENTION

*In addition to quality first teaching and universal provision for all children....*

The school would realise that the pupil needs some additional support to help them to make accelerated progress towards meeting their learning targets or to address 'gaps' in understanding to catch up to age related expectations. Catch up programmes or intervention would be put in place for children. E.g- first class at number, direct phonics, paired writing. These would be closely monitored by class teachers and SENCo to ensure they are working and producing the desired outcomes. All intervention used should be evidence based and delivered by an experienced adult. Increased support would be provided within the classroom setting for wither TA or class teacher. Guidance would be provided for parents to enable them to understand their child's difficulties and guide them on how best to support their child. Extra thinking time would be provided for children within class. The child would be placed on the SEND register as SEN support and the class teacher will devise an individual provision map that is reviewed every six weeks. The school, if appropriate, will work with an enhanced mainstream setting to seek advice and they might work directly with a child in school.

### PERSONALISED PROVISION

*In addition to quality first teaching, universal provision for all children and early intervention....*

An individual provision map would be set up for the child by the class teacher with the help of the school SENCo if required. Levels of support both within the classroom and outside of the class room would be increased if appropriate. This may include 1:1 support. Specific programmes that are arranged specifically for that child (eg. phonics) would be delivered. This would usually be done in partnership with an enhanced mainstream setting that would provide guidance. Enhanced transition would take place between year groups and particularly between schools. Professionals from outside agencies, including enhanced main stream settings, would visit and work with the child and adults within the school.