

Cognitive Learning Difficulties

Lesson objectives will be different for different children – but all on the same continuum

Teaching includes demonstration, prompts, visual support and opportunities for practice

Observations from the Educational Psychologist to identify actions to be addressed

Material to support reading, writing, organisation or attention are provided e.g. visual timetables, task plans, vocabulary cards, visual aids, adapted writing frames with word and sentence support

Participation in Meemo intervention to complete different Memory games

The use of technology such as Clicker to help structure writing

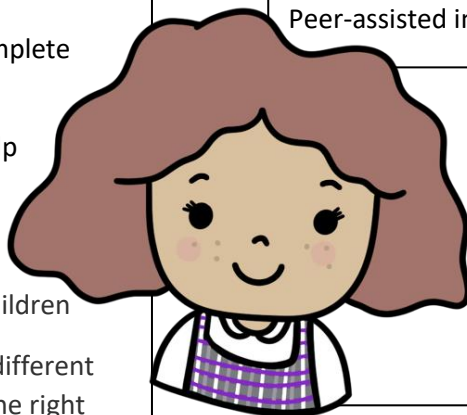
Over learning

learning how to learn is important for all children

Explicit demonstration and explanation of different Learning styles can help children to make the right sort of choices in their work and the way in which they approach a task

Making text as accessible as possible

Use of the writing frames and different ways of recording such as diagrams, posters/pictures, tables, digital photos, audio recordings, voice recognition and video



Maths

In Acorns and Key Stage 1 we use Rekenreks to support the children's understanding of number

Use of Flashback 4 to consolidate different aspects of Maths

Use of manipulatives to follow a small step approach within Maths

The use of 'Ready to Progress' criteria to identify the child's mathematical knowledge

Systematic and explicit instruction

Peer-assisted instruction

English

Use of oral language interventions which focus on spoken language and verbal interaction in the classroom appear to benefit all pupils

Phonics interventions following the Essential Letters and Sounds Scheme

Reading comprehension strategies are developed during small intervention groups

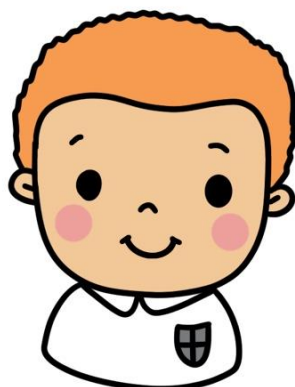
Develop pupils' speaking and listening skills and wider understanding of language through talking with children

Teaching vocabulary

Collaborative activities that provide opportunities to learn/hear language

Development of handwriting through the use of Letterjoin

Explicit teaching of spelling rules through the use of Word Wasp or Hornet



Being particularly Able

Having the opportunity of completing challenges through the use of What if question

Opportunities for STEM activities

Use of ABCQ (Answer, build, challenge and question) to develop deep thinking and reasoning

Ensure children have encouragement for completing work that they are not so strong in. This will help to develop their Growth Mindset.

Emotional Wellbeing

Supporting relationship skills

Provide supportive prompts to children who have difficulty talking about their emotions

Share Self-calming & relaxation strategies during ELSA sessions

Each and every child is a somebody.

Types of support for our Children's Needs

There is no one way to support children. How support is provided in the class and wider school will depend on an individual child's needs. Support is usually provided through the normal learning and teaching that takes place in class however additional support might include:

Short bursts of intensive work, 1 to 1 or in a group, with either a teacher or learning support assistant

Working with a child on a specific learning programme

Adapting the classroom environment to suit a child's needs

Providing coping strategies or a quiet space to help children with their behaviour

A teacher adapting how he or she teaches a lesson

Adapting learning materials to a child's needs

Using special equipment or IT

This information sheet shows the interventions that may be used to support a child's needs.

Suffering a Bereavement

Talking to our Emotional Literacy Support Assistant

Using our Bereavement pack of stories

Communication Difficulties

Use of a Speech and Language Therapist to identify the child's targets to address in their own work

Use of Makaton or British Sign Language

Supporting children through transitions from stage to stage

Early dialogue with parents through the usual home school communication procedures



Difficulty in Controlling Behaviour

Use of the Behaviour Rainbow System

The use of learning conversations with children to discuss barriers to their learning

Advice from Primary Behaviour Support

Creating an Individual Behaviour Plan

Use of our Emotional Literacy Support Assistant that focuses on feelings and to discuss coping strategies

Introduction of daily exercise that include balance and awareness of place

Persistent Absence

Timetabled support to work with our Emotional Literacy Support Assistant

Meetings with Parents and carers

Referral to the School Nurse Team

Referral to Legal Inclusion Team

Effective learning and teaching is the key to ensuring that all children make the best progress. Staff need to create a well organised and positive climate for learning and teaching in their classroom and through the school. Class teachers are the leaders of learning in their classrooms and they have a responsibility to ensure that all children and young people have the opportunity to achieve success. This may include class teachers reviewing class groupings, pace of learning, differentiation and classroom management. This also requires class teachers to work with a range of other staff and agencies to ensure the needs of all learners are met.

This is our community. We want the very best for everyone.