



**PRIDE - Love of learning - Love of life** Westfield Primary School

Area of Need	All pupils (Wave 1 - Quality First Teaching)	Targeted pupils (Wave 2)	SEND pupils (Wave 3)
<p><b>Cognition and Learning (C&amp;L)</b></p>	<p>Quality First Teaching Teaching for Learning Policy Differentiated planning, teaching and outcomes. Clear sharing of Learning Objectives &amp; Success Criteria Clear targets and identification of next steps shared Pre-teaching of key vocabulary Effective questioning Clear focus groups in planning Pupil Asset tracking Assessment for Learning Child-led learning Performance Management of all staff Regular formal/informal observations Whole school phonics Individual reading throughout school &amp; guided reading sessions Teaching Assistant support Visual aids Displays to support learning Visual timetables</p>	<p><b>In addition</b></p> <p>Individual Provision Maps Intervention Policy Group literacy and numeracy support Targeted intervention groups Targeted individual reading &amp; guided reading Individual word banks Intervention teachers &amp; Learning Partners Targeted phonics Additional individual reading Let's Read tutors-Better reading partnerships EAL Teaching Assistant REMA (EAL) First Language Assessment Additional use of ICT: Clicker 7; Wordshark; Numbershark. SNAP on maths Language for Thinking Elklan Language Builders Write Away Together</p>	<p><b>In addition</b></p> <p>REMA (EAL) assessment of SEND Support from: Learning &amp; Language Services; Educational Psychology Services including staff training opportunities. 1:1 literacy &amp; numeracy support Beat Dyslexia Phonological Awareness Rhyme Time Stile (dyslexia) SWAP and FIX card games Dyslexia Portfolio assessment &amp; intervention Precision Teaching  Personalised projects</p>



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	<p>Access to Information Technology          Ipad and Laptops with software          Access to VLE          Word walls          Task boards          Writing frames          Now-next boards          Mathletics          Teach Your Monster to Read          Dual language books          Handwriting groups          EAL resources including Racing To English, Brain Pop and EAL EBooks          Flashcards</p>	<p>Rapid Maths          Rapid Writing          Rapid Phonics          Online letters and sounds games          NGRT Reading assessment tools          Involvement of outside agencies including Educational Psychology, Learning &amp; Language Support, Behaviour Support Service, Physical &amp; Sensory Support Service, CAMHS.          Word Aware          Read Write Inc          Nessy - Dyslexia materials          Topic Bags          Cracking Comprehension</p>	
<p><b>Communication and Interaction (C&amp;I)</b></p>	<p>Differentiated planning, teaching and outcomes.          S&amp;L opportunities as part of differentiated planning and creative curriculum          Talk partners          Think/Pair/Share          Positive verbal feedback          Pre-teaching of key vocabulary          Simplified language          Circle time/SEAL activities          Time given to process information</p>	<p><b>In addition</b></p> <p>Individual Provision Maps          Intervention Policy          Talk Boost intervention          Communication Cookbook activities          Visual timetables with 'Oops!' card for unplanned activities.          Speech, Language and Communication Progression assessment Tools          Language for Thinking          Nessy - Dyslexia materials          Sequencing - pictures/text</p>	<p><b>In addition</b></p> <p>In class TA support of speech and language          Support from: SLT; LLS; Freemantles          Outreach including staff training opportunities.          Mr Tongue activities          Selective Mutism intervention          Pre-teaching interventions</p>



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	<p>Visual timetables          Visual aids          Use of symbols          Clear and structured routines</p>	<p>ASD support group          SWAP and FIX card games          Rhodes to Language          Elklan Language Builders          Word Aware          Black Sheep Press sequencing activities</p>	
<p><b>Social, Mental and Emotional Health (SMEH)</b></p>	<p>Whole School Behaviour Policy with clearly set out whole school approach to rewards and sanctions: Golden Time; stickers; certificates; house points.          Whole School Anti-Bullying Policy          ABC logs          Values teaching: PRIDE ethos          Open door policy          Celebration Assembly          Head Teacher's award &amp; Westfield          Wonders tea with HT          Restorative Justice approaches          Verbal/non-verbal praise          Circle time/SEAL activities          Class reflection board          Class rules displayed in class          Whole school Golden Rules displayed in class and carried by staff on lanyard as visual reminder          Whole school Learning Behaviours          Buddy system</p>	<p><b>In addition</b></p> <p>Individual Provision Maps          Intervention Policy          Early Help intervention          HSLW involvement          Friendly Group for ASD children          Individual reward charts/incentives          Social Skills Groups          Peer mentoring          Focused circle time          Home/school contact books          Todd Parr story books          Anger management support          Social stories          Circle of friends          Transition planning and support          Structured lunch times          Loss and bereavement in-school support          Time out/Escape cards          Positive Handling          Risk Management          Lego Therapy</p>	<p><b>In addition</b></p> <p>Support from: BEHS; Freemantles; Early Help; CAMHS; nurture group. ADHD parents support group          National Autistic Society support including Early Bird Plus &amp; Cygnet.          Pastoral Support Plan/Person Centred support          PASS assessment tools          Individual work station</p>



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	<p>Responsibilities - house captains, prefects</p> <p>Staff available to facilitate emotional well-being and social interaction at play times</p>	<p>Behaviour support plan</p> <p>Behaviour chart</p> <p>Lunch time Art Club</p> <p>Lunch time Loom Band Club</p> <p>5 point feeling scale</p> <p>Support from Behaviour Support Service</p> <p>Young Carers group</p> <p>Therapy dog</p> <p>Comic Strip Conversations</p> <p>Now and Next/ Task boards</p> <p>Theraputty</p> <p>Pencil grips</p> <p>Fiddle objects</p>	
<p><b>Sensory and/or Physical (PS)</b></p>	<p>Medical Conditions policy</p> <p>Medicines policy</p> <p>Needle Stick Injury Policy</p> <p>Medical support including alert cards and healthcare plans</p> <p>Creative curriculum with integrated movement breaks</p> <p>Range of differentiated activities promoting outdoor learning</p> <p>Seating plan</p> <p>Range of equipment in playground with clearly marked zones</p> <p>Individual carpet spaces</p>	<p><b>In addition</b></p> <p>Individual Provision Maps</p> <p>Intervention Policy</p> <p>Staff trained by medical professionals to support children.</p> <p>Individual Healthcare Plans, including photographs, displayed prominently.</p> <p>Access to equipment, e.g. fine motor control scissors; long loop scissors; writing slopes; pencil grips; tripod pencils, wobble cushion, fiddle toys, weighted lap cushions</p>	<p><b>In addition</b></p> <p>Support from: Occupational Therapy; Physical &amp; Sensory Service; Sight for Surrey, Surrey Children's Disabilities Team, Freemantles Outreach; paediatric physiotherapists including staff training opportunities.</p> <p>Individual work spaces</p> <p>Adapted furniture/equipment/outdoor area</p> <p>Multi-sensory tent</p> <p>Specialist furniture and equipment</p>



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	<p>Playtime staff available to facilitate physical well-being on play equipment          Opportunities to join clubs          Correct sized tables and chairs          Water bottles          Range of right and left handed scissors</p>	<p>Use of laptops for writing where appropriate          Motor skills programme for small group using paediatric OT materials          OT fine motor exercises including Putty Programme.          Access to alternative seating where appropriate          Adapted materials where appropriate.          Handwriting interventions: Write from the Start &amp; Speed Up          Provision made to follow a child's individual plan, e.g. physiotherapy, OT</p>	
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**Wave 1** is what should be offered to all children: the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.

**Wave 2** describes targeted small-group intervention for pupils who can be expected to catch up with their peers. Wave 2 intervention is designed for children for whom a well structured short-term programme, possibly delivered by a teaching assistant working with a teacher, is all that is needed to enable them to make accelerated progress.

**Wave 3** is about intervention for children for whom Quality First teaching and Wave 2 catch-up programmes are not enough. It may need to be a more intensive programme, involving more individual support or specialist expertise. Where it works effectively, the waves model will have a funnelling effect, reducing through Quality First teaching the numbers requiring Wave 2 intervention, and through Wave 2 the numbers who need more intensive and individual help. This means that schools will be able to target their resources more effectively, at fewer children.