



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

Area of Need	Universal Support (All Pupils)	Targeted Support	Specialist Support
<p>Cognition and Learning (C&L)</p>	<p>Quality First Teaching Teaching for Learning Policy Differentiated planning, teaching and outcomes. Clear sharing of Learning Objectives & 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 & guided reading sessions Read Write Inc</p>	<p>In addition Individual Provision Maps Intervention Policy Group literacy and numeracy support Targeted intervention groups Targeted individual reading & guided reading Individual word banks Intervention teachers and LSA Support Targeted phonics Additional individual reading Let's Read Therapy Reading Dog REMA (EAL) First Language Assessment Additional use of ICT (e.g.: Touch typing, VI technology, Nessy) Language for Thinking Elklan Online letters and sounds games</p>	<p>In addition REMA (EAL) assessment of SEND Support from Educational Psychology Services including staff training opportunities. 1:1 literacy & numeracy support Phonological Awareness Additional Read Write Inc interventions Dyslexia Portfolio Precision Teaching Cognitive assessments and intervention plans (from SENCO or Inclusion Lead)</p>



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	<p>Teaching Assistant support</p> <p>Visual aids</p> <p>Displays to support learning</p> <p>Visual timetables</p> <p>Access to Information Technology</p> <p>iPads and Laptops with software</p> <p>Access to Seesaw</p> <p>Learning displays</p> <p>Task boards</p> <p>Writing frames</p> <p>Now-next boards</p> <p>Handwriting groups</p> <p>EAL resources including Racing To English, 'language pens', Multi-language dictionaries and communication fans</p>	<p>GL Assessment tools</p> <p>Involvement of outside agencies including Educational Psychology, Specialist Teachers for Inclusive Practice, Physical & Sensory Support Service, CAMHS, Occupational Therapy.</p> <p>Word Aware</p> <p>Read Write Inc</p> <p>Nessy - Dyslexia materials</p> <p>Topic Bags</p> <p>Cracking Comprehension</p>	
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<p>Communication and Interaction (C&I)</p>	<p>Differentiated planning, teaching and outcomes. S&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 Visual timetables Visual aids Use of symbols Clear and structured routines</p>	<p>In addition</p> <p>Individual Provision Maps Intervention Policy Talk Boost intervention Visual timetables with 'Oops!' card for unplanned activities. Speech, Language and Communication Progression assessment Tools Language for Thinking Nessy - Dyslexia materials Sequencing - pictures/text Wellcomm Assessment tool and intervention programme ASD support Eklan Barrier games NELLI language intervention Information Carrying Words activities Makaton Word Aware Black Sheep Press</p>	<p>In addition</p> <p>In class TA support of speech and language Support from: SALT, STIPS and Freemantles Outreach, including staff training opportunities and clinics. Mr Tongue activities Selective Mutism resources Pre-teaching interventions Precision teaching</p>
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<p>Social, Mental and Emotional Health (SMEH)</p>	<p>Whole School Behaviour Policy with clearly set out whole school approach to rewards and sanctions: Wellbeing Time; reward time; certificates; house points. Whole School Anti-Bullying Policy ABC logs Emotion Coaching Values teaching: PRIDE ethos Open door policy Celebration Assembly Head Teacher's award & Westfield Restorative Justice approaches Verbal/non-verbal praise Circle time Class rules displayed in class Golden Rules displayed in class and carried by staff on lanyard as visual reminder Whole school Learning Behaviours Buddy system Mental Health First Aider Responsibilities - house captains, prefects</p>	<p>In addition</p> <p>Individual Provision Maps Intervention Policy Early Help intervention Inclusion Team support (Wellbeing Assistant or Nurture Lead) Friendly Group for ASD children Individual reward charts/incentives Social Skills Groups Peer mentoring Focused circle time Home/school contact books Movement breaks Sensory resources Anger management support Social stories Circle of friends Transition planning and support Structured lunch times Loss and bereavement in-school support Time out cards Positive Touch Risk Management Lego Therapy Sensory box</p>	<p>In addition</p> <p>Support from CAMHS (including link worker) ADHD parents support group National Autistic Society support including Early Bird Plus & Cygnet. Individual work station Calm down areas Behaviour support form Inclusion Leader Person-Centred meetings</p>
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	<p>Staff available to facilitate emotional well-being and social interaction at play times</p>	<p>Drawing and Talking Therapy Writing Behaviour support form Inclusion Leader Behaviour support plan Behaviour chart Lunch time clubs Lunch time Loom Band Club 5 point scale Young Carers group Therapy dog Parent workshops and courses Comic Strip Conversations Now and Next/ Task boards Theraputty Pencil grips Fiddle objects Zen Den</p>	
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<p>Sensory and/or Physical (PS)</p>	<p>Medical Conditions policy Medicines policy Medical support including alert cards and healthcare plans Creative curriculum with integrated movement breaks Range of differentiated activities promoting outdoor learning Seating plan Range of equipment in playground with clearly marked zones Individual carpet spaces 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>In addition</p> <p>Individual Provision Maps Intervention Policy Staff trained by medical professionals to support children. Theraputty Pencil grips Fiddle objects Broken Limbs risk assessment Individual Healthcare Plans Emergency Action/Alert posters, including photographs, displayed prominently. 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 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</p>	<p>In addition</p> <p>Support from: Occupational Therapy, Physical & Sensory Service, Freemantles Outreach and physiotherapy, including staff training opportunities. Individual work spaces Adapted furniture/equipment/outdoor area Sensory Room (Tranquillity Cove) Specialist furniture and equipment VI resources, including laptop, magnifier and specialist stationery</p>
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		Adapted materials where appropriate. Handwriting interventions Provision made to follow a child's individual plan, e.g. physiotherapy, OT	
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Universal Support 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.

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

Specialist Support is about intervention for children for whom Universal and Targeted Support are not enough. These children may need a more intensive programme, involving more individual support or specialist expertise.

Where this model works effectively, Universal Support and Quality First Teaching will reduce the number of children requiring Targeted Support and, through this, also reduce the number needing more intensive and individual help. This means that school will be able to target their resources more effectively for those that require this.