

## Towngate Primary Academy

<p><b>All Universal Offer</b></p>	<p>A variety of teaching approaches that encourage and engage styles of learning Planning that emphasises what will be learnt based on assessment for learning A multi-sensory learning approach – kinaesthetic, audible, visual learners. Personalised and differentiated questioning Learning presented in a graduated way – revisit, build, explore and review understanding to embed knowledge. High expectations for all pupils</p>		
Area of Need	Inclusive quality teaching for all (Wave 1)	Additional support to enable work towards age related expectation (Wave 2)	Additional highly personalised interventions/support (Wave 3)
<p><b>Cognition and Learning</b></p>	<p>Differentiated curriculum planning, activities, delivery and outcome. Clear and simple instructions, breaking down longer instructions and giving one at a time. Repetition and reinforcement of skills including worked examples Use of chrome books to scaffold learning Use of chrome books to allow children to revisit key teaching points Increased visual aids/modelling etc. Visual timetables. Use of scaffolding and writing frames. Illustrated dictionaries. In class support from a teacher: Focused group work with teacher eg guided reading/writing. Individual reading RWI to teach phonics Flexible groupings Manipulatives to support understanding Vocabulary definition practice Rosenshine's principles - revisit and review In class support from a teacher/ TA Targeted questioning including open ended questions to challenge and stimulate discussion Daily opportunity to hear a class story Observation and assessment of what child already knows, understands and can do to inform future planning.</p>	<p>In class support Individual reading Fresh Start intervention High frequency word games. Multi-sensory spelling practice groups RWI small group support In class TA targeted support</p>	<p>Additional phonics training Additional individual reading. Rainbow Word Intervention Access to WISENDSS resources and advisory teachers. I:I support Individual work stations RWI I:I support Pre- teach Specific vocab teaching Memory games</p>

<b>Communication and Interaction</b>	Differentiated curriculum planning, activities, delivery and outcome, e.g. simplified language.	In class support with some focus on supporting speech and language. SALT involvement	Talking Partners Access to support from WISENDSS team for social, interaction and communication difficulties.
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	<p>Increased visual aids/modelling etc.</p> <p>Visual timetables.</p> <p>Use of symbols.</p> <p>Structured school and class routines Visual Timetables clearly displayed in all classrooms and referred to throughout the day.</p> <p>A high level of accurate modelling of speech sounds and correct vocabulary</p> <p>Preparation for change of activity or lesson - with the use of visuals, clear warnings and timers Clear and specific learning objectives Clear, demonstrated differentiated examples of what is expected within task. Clear rewards systems - including personalised motivators</p> <p>Time given for processing before response is needed.</p> <p>Visual support across the curriculum</p> <p>Pre-teaching of subject vocabulary</p> <p>Key vocabulary displayed, clear definitions of words given</p> <p>Calm learning environment</p>	<p>Social Stories</p> <p>Lego therapy</p> <p>Advisory service class suggestions through drop in service</p>	<p>Speech and language programme.</p> <p>Speech and Language support from speech therapist and/or TA</p> <p>Visual organiser</p> <p>ICT – Writing with Symbols</p> <p>Now and next boards</p> <p>Individual timetable</p>
<b>Social, Emotional and mental health</b>	<p>Towngate Pathway</p> <p>Behaviour for learning at the heart of the lessons/school day</p> <p>Whole school behaviour policy</p> <p>Whole school/class rules</p> <p>Emotional Coaching</p> <p>One Life Curriculum</p> <p>PHSE/RSE/British values curriculum activities and resources</p> <p>Access to school learning mentor</p>	<p>Small group circle time</p> <p>Support for unstructured activities</p> <p>Transition support</p> <p>Home-school communication</p> <p>Social skills group</p> <p>Emotional literacy group work</p> <p>Lunchtime support</p>	<p>School learning mentor 1:1 check ins</p> <p>Individual reward system</p> <p>Support from EP/SEMH team</p> <p>Access to calm areas/spaces</p> <p>Access to nurture style provision</p> <p>Work station with adult support</p> <p>Chunking work tasks to ensure SMART targets –build self esteem</p> <p>Risk assessments</p> <p>Individual Behaviour Plans</p> <p>Support from FiM practitioners</p> <p>Individual behaviour plans</p> <p>Multi- agency approaches</p> <p>Brooke traffic light system</p> <p>ELSA</p>

<b>Sensory and Physical</b>	Carefully considered classroom environments that seek to minimise sensory overload. Flexible teaching arrangements. Staff aware of impairment.	Additional handwriting practice Access to equipment, eg sloping boards, pencil grips. Gross motor groups with PE coach Fit to learn	Individual support in class and PE. Physiotherapy programme. Access to ICT Occupational therapist programme. Sensory circuits
	Medical support. Brain gym exercises. Uses of pencil grips. Modified tasks		Activities linked to sensory preferences Break out spaces Low sensory demand workstations