

Shottermill Junior School Wave One Provision

Effective learning environments		
Organised resources, clearly labelled		
Attention is paid to seating, lighting and position of resources.		
Have a timetable on the wall showing when equipment and homework is due in.		
Sitting position in class, close to board or teacher, quiet working zone if needed		
Large print adaptations where needed		
Visual timetable		
Checklists reminding them of what particular equipment is needed and when homework is due in		
Resources to support word choice and punctuation are available on tables		
Key words are displayed in the classrooms.		
Information available on off-white paper where helpful.		
Safe access around the school, opportunity to use portal ramps for ease of access		
Adaptations to the Curriculum		
Differentiation for support, core, more able and gifted and talented pupils in all subjects		
Access to practical apparatus		
Variety of learning styles –visual, kinaesthetic and auditory		
Use engaging strategies e.g. drama, art		
Choice of recording formats to present work – laptops		
Mind mapping and Story Mountains are used by all staff to organise writing.		
Teach handwriting using a continuous cursive handwriting.		
Daily spellings and sounds presented in small batches.		
Weekly reading		
Alternative assessment resources.		
Half termly monitoring of the whole class to assess the progress in reading, writing and maths.		
Alternative teaching strategies		
Repeat and clarify instructions if needed.		
Begin lessons by making the objective clear.		
Time to think, respond, work Give them time to talk		
Take time to teach organisation skills		
ask them to stop, look and listen before giving instructions		
No shouting out policy to allow pupils time to consider their responses		
Provide transcripts of work on the board to avoid copying errors.		
Extension and support groups for maths and literacy		
1:1 support to reinforce strategies*		
Classroom teacher assistant support		
Positive marking strategies and next step marking policy.		
Provide help on individual whiteboards to support instructions or starters		
Spend time observing and identifying barriers to learning		
Securing motivation and concentration		
Set clear boundaries		
Insist on manners and promote positive behaviour		
ABC logs and Behaviour tracking – weekly report – discussed with home and school		
Celebrate achievements – reward systems in class, in the playground and at lunch time.		
Encourage, listen, support, care		
Friendship groupings - Initiate a circle of friends where needed		
Value individuals Relationships – talk kindly, respect others, listen to them		
Additional human resources		
Emotional/Home/School link worker – art therapy sessions		
Counselling support		
1 to 1 TA support where needed		

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Further Specific Provision		
Personal Care and medical needs met		
Care plans drawn up and followed		
Parental Support		
Home/school communication books where needed		
Diary and homework on the school website		
Termly progress reports		
Regular newsletters and updates		
Signposting to family support agencies		
Information via emails and paper copies to pupils who need it		