



Ordinarily Available Provision at Walton Oak

Quality First Inclusive Teaching The curriculum is adapted for individual pupils	
<p style="text-align: center;">Cognition and Learning</p> <ul style="list-style-type: none"> ● Scaffolded learning using writing frames and sentence starters ● Colourful semantics approach ● Instructions are clear and simple ● Children given additional time to respond ● Visual prompts and cues are used consistently ● Working walls present in all classrooms ● Easy access to classroom resources to support learning e.g., dictionaries, chrome books or iPads, manipulatives ● Flexible groupings ● One skill taught at a time ● Specific feedback to bridge new learning ● Guided group teaching ● Use of chromebooks for recording ● Regular tracking of outcomes 	<p style="text-align: center;">Communication and Interaction</p> <ul style="list-style-type: none"> ● Attention is gained before talking and children cued in with their name ● Visual prompts are in place to support new language and this is displayed on working walls ● Extra time is allowed for processing what has been said (10 secs) ● Use of simple language, reduced sentences or 1-2 words at a time ● Understanding is checked by asking the child to feedback ● Clear language is used ● Children are given time to find the words they want to say ● Children are taught how to communicate through Oracy ● Modelling sounds that go alongside words e.g. Moo when playing with a toy cow ● Alternative methods of communication are used ● Colourful semantics approach
<p style="text-align: center;">Social, Mental and Emotional Health</p> <ul style="list-style-type: none"> ● Zones of regulation is used in every class including toolkits ● Children are helped to recognise the size of the problem ● Reduced language when children are dysregulated ● Co-regulation with an adult ● Access to a quiet space to support emotional regulation ● Emotions coaching language used ● PACE used as a regulation tool ● Careful consideration of seating ● Differentiated use of voice, gesture and body language used ● Use of visual timetables and timers ● PSHE and circle time learning ● Reward systems including stay on green ● ABC logs used to identify barriers and triggers ● Positive scripts used to re-direct or remind of expectations ● Calming scripts used to deescalate 	<p style="text-align: center;">Physical / Sensory</p> <ul style="list-style-type: none"> ● The child is seated with a clear view of the teacher. ● Radio aid used by adults and for group work ● Consistent use of hearing aids and regular checks take place of these ● Quiet environments for concentrated work ● Visual aids adapted for specific needs ● Lighting in the classroom is considered ● Learners cued in by their name before talking ● Visual resources are kept simple ● Enlarged print where needed ● Obstacles removed so children can move freely around the classroom and school ● Use of laptops/chromebooks for recording

**Targeted Short Term Intervention / Provision.
Agreed interventions that can be used**

Cognition and Learning

- Pre teaching of vocabulary/key concepts
- Precision monitoring
- Little Wandle- keep up, catchup, rapid catch up and SEND programme
- Nessy Spelling and reading
- Daily readers
- Literacy for all

Communication and Interaction

- Attention Autism
- Wellcomm
- Speech link and language link
- Pre teaching of vocabulary
- Colourful semantics
- Language for thinking
- Lego therapy
- Superflex
- Talkabout

Social, Mental and Emotional Health

- ELSA
- Boxall whole class or individual strategies
- Lego therapy
- Circle of friends
- Talkabout

Physical / Sensory

- Write from the start
- Speed up
- Handwriting without tears
- Sensory circuits