



Cognition and Learning Needs

Universal Quality-First Teaching	Classroom Based Support	Small Group/1-1 Interventions	External Support
<ul style="list-style-type: none"> • See Teaching and Learning Policy • Careful consideration of the amount of scaffolding needed for each child for each lesson • Lessons planned around Rosenshine’s Principles of I do, We do, You do • Children’s prior learning taken into consideration in all planning • Behaviours for learning explicitly taught • Vocabulary is “taught not caught” • Spaced retrieval practice • Use of writing frames • Children are taught how to work independently • Children taught how to use working walls to support learning • All printing on yellow paper • Powerpoint presentations to have non-white background • Learning and instructions presented in small chunks • Concrete-pictorial-abstract approach to maths teaching with concrete representations freely available. 	<ul style="list-style-type: none"> • Additional focus on “We do” part of lesson with the class teacher • Additional word-banks, sentence stems, writing frames etc. • Coloured overlays • Scaffolds laminated to desks e.g. ‘Grow the code’, number formation etc. • Every child from year 1 to year 6 has an iPad which can be used to reduce barriers to learning • Pre-recorded videos of texts • Additional time to finish work/tests • Access to a reader during summative assessments • Additional adult support to focus listening/attention skills 	<ul style="list-style-type: none"> • Little Wandle Daily Keep Up • Little Wandle Catch-up programme • Reading fluency • Mastering Number Intervention • NCETM Ready-to-progress • Maths Hub additive facts intervention booklets • Times table interventions • Spelling intervention 	<ul style="list-style-type: none"> • Inclusion Hub • Maths Hub • English Hub • Dyslexia assessment • Dyscalculia assessment • Educational psychologist

Whole School Provision Map