

The Littletons CE First School SEND Audit of Provision 2021

Inclusive Strategies for all learners embedded in Quality First Teaching (Wave 1)	Targeted Intervention and Support for some learners (Wave 2)	Specialist support for a few learners (Wave 3)
<ul style="list-style-type: none"> • Curriculum intent – (eg why certain books are chosen meeting the needs of all learners) • Differentiated learning objectives meeting the needs of all learners • High expectations • Clear behaviour policy with expectations driven by school’s values • Vocabulary – action words • High quality learning resources supporting the learning objectives (eg literacy mats, geography mats) • Availability of high quality resources (eg pencil grips, writing slopes, support scissors) • Visual aids to support learning (eg number lines, action word mats) • Visual timetables • Range of recording methods across all subjects • Good home/school links 	<ul style="list-style-type: none"> • Pre-teach sessions in small groups with a qualified teacher • Speech and language group work (eg listening, sound pronunciation) • Catch-up reading interventions (eg Bridging the Reading Gap, Read Write Inc Groups, Reciprocal Reading) • Catch-up maths groups (eg multiplication times tables) • Personalised learning mats (eg key words, vocabulary) • Action Word Groups • EAL group work (eg promoting language skills) • Structure strip approach used to support organisation of content in writing tasks for some pupil groups. 	<ul style="list-style-type: none"> • 1-1 adult support to meet individual targets • 1-1 support to access the curriculum • SaLT professional to support individual targets • ELSA – individual emotional needs • Social Skills – individual targets to meet • Assessments and support from external agencies (eg Chadsgrove Support Services, SaLT, EPS, OT, Physio, CAHMS, Children’s Services) • Precision teaching to meet individual targets • Individual laptops • Personal visual timetables • Pastoral Support Plans • Medical Support Plans