

Some of the strategies provided by Moorlands Primary School:



	<b>Wave 1 – Universal Offer</b>	<b>Wave 2 – Targeted Support (in addition to Universal Offer)</b>	<b>Wave 3 – personalised (in addition to Universal and Targeted support)</b>
<b>General</b>	<p>Quality first teaching delivered by teaching staff who receive regular training on SEND through the school's CPD programme.</p> <p>High expectations.</p> <p>Adaptive teaching practices.</p> <p>Y1-Y6 Learning Objectives in core lessons and key questions with exit tickets in foundation lessons.</p> <p>A feedback culture where pupils are guided to reflect on what they are doing well and what they need to do to improve.</p> <p>Teachers use attainment and progress data to track underachievement and address it in a timely fashion.</p> <p>Times table skills practise.</p> <p>White Rose Maths programme</p> <p>Read Write Inc. (RWI) Phonics programme.</p> <p>Extra-curricular clubs and trips.</p> <p>Care Plans for pupils with medical conditions.</p> <p>Written school report annually.</p> <p>Parents' evenings held each term.</p>	<p>Learning Plan with Objectives (where suitable)</p> <p>Termly reviews in line with the SEND Code of Practice 2014.</p> <p>One-page profile (where suitable)</p>	<p>Learning Plans</p> <p>Individual Provision Maps</p> <p>One-page profile</p> <p>Educational, Health and Care Plan (EHCP) where suitable</p> <p>Termly reviews in line with the SEND Code of Practice 2014 including the statutory Annual Review and a Transition Review prior to secondary school.</p> <p>Ongoing external agency involvement (further assessment, recommendations and reviews).</p>
<b>EYFS</b>	<p>WellComm Baseline</p> <p>Development Matters Baseline</p> <p>Widget symbols</p> <p>High verbal communication in all aspects of the curriculum.</p> <p>RWI phonics</p> <p>High oracy opportunities inclusive of recording devices.</p> <p>Highly structured with focus on routine.</p> <p>Language rich environment</p> <p>Now and Next timetable.</p>	<p>ALD support</p> <p>Wellcomm group</p> <p>NELI – Nuffield Early Language Intervention.</p> <p>RWI phonics targeted groups</p> <p>Dough Disco – fine motor skill group</p> <p>Outdoor learning regulation opportunities.</p> <p>Colourful semantics approach.</p>	<p>Intensive Interaction</p> <p>1:1 phonics</p> <p>SLCN targeted actions</p> <p>Objects of Reference</p> <p>Meet and Greet</p> <p>Transition support</p> <p>Communication through play opportunities.</p> <p>Engagement opportunities.</p>

	<p>Mathematical story opportunities lining to learning.  Forest School.  Story-rich opportunities.  Positive pragmatic prompts with visuals e.g. good listening.</p>		
<b>Cognition and Learning</b>	<p>Widget symbols  Increased concrete resources  Vocabulary exploration  Handwriting session  Vocabulary/Sentence prompts  Sentence stems  Gamification  Rosenshine Principles – revisiting learning  Chunked learning/modelled  Access to phonics resources  HFW assessment  Language-rich environment  Talk For Writing  Concrete-Pictorial – Abstract  Multiplication/fluency progression  Colourful semantics approach  Numbots and TT Rockstars</p>	<p>RWI phonics  Fresh Start phonics groups  Booster small group maths catch-up  Multiplication focus  Reciprocal reading  Small group adult support  Focused handwriting support  In class targeted support</p>	<p>1:1 phonics  1:1 music development support  1:1 Fresh Start booster  1:1 adult learning support  Targeted reader  Skills Ladders learning and tracking</p>
<b>SEMH</b>	<p>Widget symbols  Permission to Feel – linked to zones  Emotion coaching  Emotional Toolkit  Jigsaw PSHE  Trusted Adults  Positive focused praise e.g. Owlstanding  Values awards  Buddy Bear  Inclusion Bear awards  Check-ins</p>	<p>Nurture group  Peer buddying  Peace Makers  Lunch time support  Lower sensory dining  Social support and modelling of games</p>	<p>Gardening SEMH  Lower-sensory dinner support  Emotions temperature  Learning breaks  Sensory support  Mentoring  Trusted adult check-ins  Unstructured support  Social Stories and comic strip reflection  Individual workstations  Gamification 1:1  Behaviour trackers  Transition support  Meet and Greet</p>

<b>Communication and Interaction</b>	Widget symbols Whole class visual timetable Oracy opportunities including using recording devices e.g. talking tins. Permission to Feel – linked to zones Emotional Toolkit Vocabulary identification in all lessons Lowered language for routine and instructions promoted by visuals where possible. Time warnings Comic Strip discussion support Reduced language supported by visuals for instructions	Wellcomm Primary ALD support Language support	1:1 bespoke autism provision – supported by CCAT team Individual visual timetable Now and Next visuals Sensory circuits External CCAT and SDO support Communication books Equipment lists with visuals Task slicing AET progression tracking
<b>Physical/Sensory</b>	Termly PE provision Forest School Outdoor gym Trim trail Carpet spaces.	Physical clubs at dinner - dance	Occupational therapist programme Movement breaks Fidget provision 1:1 Gardening Personal Care Wobble cushions Weighted blankets Foot rests Adapted resources e.g. scissors Pencil grips