

Whole School Provision - Herne Infant and Nursery School

NOTE: This is an overview of intervention which may be accessed over the whole year by each year group. Children would access an intervention or a small number of interventions linked to an identified need for a time limited period.

The number of children and the intervention provided will change each term depending on a review cycle.

QUALITY FIRST TEACHING LINKED TO KENT MAINSTREAM CORE STANDARDS - IN PLACE ACROSS THE SCHOOL

TEACHERS HAVE ACCESSED FOUNDATION LEVEL TRAINING ENABLING THEM TO MAKE TEACHING ACCESSIBLE TO HIGH INCIDENCE SEN e.g. a dyslexia friendly classroom/knowledge of ASD

Quality First Teaching	<u>Cognition and Learning</u>	<u>Communication and interaction</u>	<u>Social, Emotional & Mental Health</u>	<u>Sensory and Physical</u>
	✓ Daily Letters and Sounds (EYFS / Year One) ✓ Daily story time ✓ Number songs & action rhymes (EYFS) ✓ Visual cues/symbols/gestures ✓ Talk partners and Thinking time ✓ Use of Music to stimulate thinking & learning ✓ Write Dance ✓ Use of the indoor and outdoor environment to stimulate learning ✓ Multi sensory approach/Practical learning (VAK)including role play ✓ Use of puppets ✓ Learning Objectives displayed and made explicit to pupils in every lesson ✓ Success Criteria/Steps to success (Children actively involved) ✓ Guided Reading ✓ Child led topics following the children's interests ✓ Writing Through Drama ✓ Use of Writing plans/scaffolds ✓ Whole school spelling approach ✓ Attractive curriculum displays & working walls ✓ Inviting Book area in all classrooms ✓ A range of writing tools/access equipment made available e.g. reading rulers ✓ Yoga ✓ The Hive ✓ The Garden Room ✓ The Wildlife Area ✓ Snoozle room	✓ Use of Language Link Online screening assessment for all EYFS children ✓ Visual Timetables ✓ Active listening cues /visuals ✓ Topic and Core vocabulary displayed ✓ Pre Teaching of Topic vocabulary with small group where required. ✓ Pupil self-evaluation ✓ Awareness of optimum seating arrangements reflected to needs ✓ Teacher checks understanding of instructions and supports with visual & nonverbal cues as needs ✓ Simplified language/break down of instructions into chunks ✓ Task management boards to break down task into smaller steps ✓ Awareness and use of ten second rule to support children with slower processing ✓ Open questioning techniques to challenge pupils at all levels ✓ Use of a range of alternative recording methods e.g. Mind Maps/ICT programmes/Sentence sequencers ✓ Use of a variety of ICT programmes /software ✓ Differentiated homework ✓ Planned transition programme for all pupils to support transition preschool to school, within school and KS1to KS2 ✓ The Hive ✓ The Garden Room ✓ The Wildlife Area ✓ Clicker 6, Purple Mash, Education City ✓ Snoozle room	✓ Whole school behaviour policy ✓ School Values actively modelled and discussed ✓ Support for positive behaviours via Restorative Justice approach ✓ Use of ABC records to log and analyse presenting behaviours ✓ Awareness /support of emotional wellbeing ✓ Use of puppets □ Thinking Chair (EYFS) ✓ Circle Time ✓ Use of Buddies ✓ Visual Timetables ✓ Classroom rules/expectations established with the children ✓ Classroom rewards system for each class established with the children ✓ Visual cues/prompts ✓ Flexible use of environment eg time out space ✓ Positions of responsibility - special helpers/monitors ✓ Pupil Voice - representatives of all years - pupil voice ✓ Evidence of equal opportunities via a range of work displayed ✓ Yoga ✓ Mindfulness activities ✓ The Hive ✓ The Garden Room ✓ The Wildlife Area ✓ School nurse drop ins ✓ Snoozle room	✓ Disabled Toilet ✓ Health Care Plans for Medical needs ✓ Medical Room ✓ Access to water in lessons ✓ A range of writing tools/access equipment available (e.g. sloping desk/sit n move cushions/pencil grips/ridged rulers/left hand scissors) ✓ Access/special arrangements for internal/external learning assessments where needs identified/evidenced ✓ Sound loop fitted ✓ The Hive ✓ The Garden Room ✓ The Wildlife Area ✓ Automatic doors ✓ Snoozle room

Targeted Support	<u>YEAR R</u> ✓ Language Link intervention groups ✓ Speech link intervention (articulation) ✓ Time to Talk Communication small groups ✓ Additional Letters & Sounds /Phonics support small group ✓ Additional Maths support individual /group little & often (precision approach) - ✓ Fizzy- Balance Education & Movement - motor skill programme ✓ Sensory Circuits ✓ Clever Hands ✓ Mindfulness ✓ Nurture groups ✓ Access to FLO ✓ Boxall profile activities ✓ Mindfulness tasks	<u>YEAR 1</u> ✓ Language Link /Language for learning Intervention groups ✓ Speech link intervention (articulation) ✓ Additional Letters & Sounds /Phonics support small group ✓ Individual Reading for identified children ✓ TRUGS group (Teaching Reading Using Games) ✓ Toe by Toe - structured Phonic multi sensory programme ✓ HFW Precision teaching Intervention ✓ Clever Fingers ✓ Sensory Circuits ✓ Fizzy - In year group small group Motor skills intervention ✓ Social /Communication Skills intervention group ✓ Nurture Groups ✓ Access to FLO ✓ Boxall profile activities ✓ Mindfulness tasks	<u>YEAR 2</u> ✓ Infant Language Link /Language for learning Intervention group ✓ Speech Link intervention articulation ✓ Additional Letters & Sounds /Phonics support small group ✓ Individual Reading for identified children ✓ TRUGS group (Teaching Reading Using Games) ✓ HFW Precision teaching Intervention ✓ Toe by Toe - structured Phonic multi sensory programme ✓ Making Number Matter Intervention ✓ Clever Fingers/ Handwriting ✓ Fizzy/Sensory Circuits ✓ Social /Communication Skills intervention group ✓ Access to FLO ✓ Boxall profile activities ✓ Mindfulness tasks
Individual support	<u>For EHC Plans:</u> Individual Provision Plan with outcomes reviewed at least 3 x per year <u>For high level needs pupils:</u> Individual Learning Plan/Passport documenting barriers to learning/supporting strategies/personalised programmes/ external agency involvement Probable External agency involvement	<u>For EHC Plans:</u> Individual Provision Plan with outcomes reviewed at least 3 x per year <u>For high level needs pupils:</u> Individual Learning Plan/Passport documenting barriers to learning/supporting strategies/personalised programmes/ external agency involvement Probable External agency involvement	<u>For EHC Plans:</u> Individual Provision Plan with outcomes reviewed at least 3 x per year <u>For high level needs pupils:</u> Individual Learning Plan/Passport documenting barriers to learning/supporting strategies/personalised programmes/ external agency involvement Probable External agency involvement
	<u>Outside Agencies possibly involved:</u> SALT - (In school Language programmes/Specialist Assessment: Louise Bingham SALT - (Articulation referrals - In clinic SALT) O.T /Physio- OT referrals following implementation of Fizzy Intervention and/or Clever Fingers /Sensory Circuits Educational Psychologist - Nicky Carpenter Specialist Teaching Service accessed following LIFT referral - Emma Sandy (SEMH), Ruth Jones (C&I), Liz Ross (C&L) Early Years and P&S Consultant Paediatrician - Dr. Parks team Special School Outreach Teacher - Gillian Newport Transition from Pre school - April Childs Early bird Plus Programme (Early Years ASD support) EAL support <u>Other Agencies that might be involved</u> Early Intervention Help (Previously known as CAF - Common Assessment Framework) Social Services Education Welfare Officer		