



CHILTON FOLIAT CofE VA PRIMARY SCHOOL

Three-Tiered Approach to Teaching and Learning Universal, Targeted and Specialist Provision via Quality First Teaching

'The day-to-day interactions between teacher and pupil in the classroom provide the bedrock for the effective development of personalised learning. Quality First Teaching seeks to engage and support the learning of all children and young people. It builds on the pupils prior learning and responds appropriately to the 'pupil voice'. The key challenge for personalisation in the classroom is how to cater simultaneously for all the different needs in one class.'

(Personalised learning: A Practical Guide- Department for Children, Schools, and Families Departmental Report 2008)

"There's strong evidence showing the impact that high quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when used alongside efforts to improve whole-class teaching as well as strategies to address wider challenges to learning such as attendance and behaviour."

(Educational Endowment Foundation (EEF) guide to Pupil Premium)

Chilton Foliat School aims to embrace the needs of all pupils and has a whole school approach to special educational needs and disabilities (SEND). We provide effective opportunities for all pupils by responding to people's diverse learning needs, setting suitable challenges, and overcoming barriers to learning.

Every teacher is a teacher of every child including those with SEND.

(From the School SEN Policy)*

- **Universal Provision** is the responsibility of all teachers and staff within a mainstream school to make learning and the environment as accessible as possible for all learners
- **Targeted Provision** is initiated when a learner is identified as having an additional learning need or needs, therefore 'different and additional to' provision is required. The additional learning provision is identified and detailed in an Individual Learning Plan (LP)
- **Specialist Provision** is put in place for those learners with severe and additional needs. There will be a need for the Local Authority and multi-agency involvement to support the learner.

What is Universal Provision?

High Expectations

- Teachers demonstrate through their actions their faith in the belief that every pupil in their class can achieve
- Feedback is positive yet expresses the expectation that the pupil and ability can achieve more
- Learning challenges are carefully matched to pupil's strengths and ability but they are continually working towards the same goal as their class peers



CHILTON FOLIAT CofE VA PRIMARY SCHOOL

- Grouping within class promotes expectations and does not put a ceiling on what a pupil can achieve
- Visual evidence of their success as a result of their effort is regularly reviewed by children, to enhance confidence and intrinsic motivation
- Teachers consider the emotional needs of pupils and what impact this may have on their learning, and appropriate support and/or interventions is provided
- Teachers use effective praise that focuses on the learning behaviour and process
- Effort, challenges, and mistakes are valued because they lead to learning
- There is a whole-school approach to teaching about developing independence and a growth mind-set
- Positive self-esteem is maintained through developing areas of strength
- Teachers understand the concept of neurodiversity. If each pupil has a mix of different aspects of specific learning difficulties, it means that we can't assume anything –either about their needs and abilities, or about the type of support/intervention that will work for them.

Ambitious and appropriate curriculum

- The curriculum offer is equal for all pupils; pupils with SEND receive the same quality and breadth as that of their peers. This ensures that gaps in knowledge and skills are successfully addressed which enables pupils with SEND to understand key concepts and become more fluent over time
- Teachers introduce subject content progressively, whilst building their self-esteem and developing independence
- A Phonics and Reading Strategy is in place which ensures that a rigorous and sequential approach to the reading curriculum develops fluency, confidence, and enjoyment in reading.

What is Targeted Provision?

Focused Planning

- Class teacher resources and planning are adjusted to support pupils with SEND as part of high-quality teaching
- Plans and teaching are based on a deep understanding of every individual and promote high expectations
- Rigorous assessment, tracking leads to the identification of learning outcomes for all pupils.
- All teachers take responsibility for managing and monitoring group and individual approaches to meeting needs for their classes
- Provision is based on the 4-part cycle: Assess, Plan, Do, Review, through school monitoring systems
- Interventions are integral to the curriculum - approaches that compliment and reinforce learning
- Assessment for learning informs planning for suitably differentiated teaching
- Any interventions used are evidence based and are rigorously evaluated, with adjustments to provision, as necessary. Outcomes from interventions are integrated into classroom



CHILTON FOLIAT CofE VA PRIMARY SCHOOL

teaching and teachers capitalise on learning from interventions in whole class and small group teaching.

Relationships

- Teachers encourage relationships with parents who work in partnership with school.
- Because staff know the children well, they can create consistency of approach from all adults in the pupil's education
- Effective collaboration and information sharing between all adults
- Staff understand the learning and language levels of the pupils and the demands of the environment
- Calm and consistent approaches used by all staff
- Staff able to routinely seek information about pupils needs/concerns
- Staff able to effectively seek the views of parents/carers about their children's needs.

Scaffolded learning that develops independence

- Teaching will contain elements that help to include pupils with a range of needs such as their daily routine, use of a visual timetable, provision of thinking time, differentiated language and provision of resources to scaffold learning
- The learning environment supports independence
- Tasks set aim to be independently accessible, building on previous learning
- Self-scaffolding learning strategies are taught, reinforced, and expected, such as use of visual prompts and visual aids accessible within the classroom
- The curriculum is designed so that pupils can learn independently and with their peers
- Pupils are equipped to seek clarification and say when they don't understand. There are a range of ways for pupils to communicate: use of traffic light cards, asking a familiar adult, thumbs up / down etc
- Pupils are taught how to listen and work together
- Pupils are given opportunities to interact and use language in different situations
- Adult support is precisely scaffolded to maintain the pupil's ownership of their own learning to develop their independence
- All adults are encouraged to promote independent learning
- Approaches adapted via the RE and PSHE curriculum are used to develop social and emotional wellbeing (e.g. use of Circle Time, Zones of Regulation)
- Attachment aware approaches, use of peer support systems across the school e.g. peer mediators and playground buddy systems are in place
- Spoken language is differentiated and is always backed by visuals, where possible
- Written language is always scaffolded through pre teaching
- Teaching offers opportunities to interact and use language in different situations, with different people at an appropriate level
- There are opportunities for social communication activities and materials in class
- Teachers use a structured approach for tasks and activities with a clear beginning, middle and end
- Staff use specific resources and programmes to support language and communication e.g. visual prompts, timetables, displays, and resources



CHILTON FOLIAT CofE VA PRIMARY SCHOOL

- Staff appropriately prepare students for routine changes (e.g. change in lessons, change in activity, and change in teaching staff).

Engagement and challenge

- Activities are designed to actively engage all pupils. Teachers invite and elicit contributions and activity from everyone
- Adaptation enables success-based learning and still provides an appropriate level of challenge
- Staff consider evidenced based, bespoke interventions to support emotional well-being for learning
- Teaching strategies consider difficulties with social understanding and the generalisation of skills
- Assessment information is used to identify appropriate strategies and/or interventions which ensure maximum impact in English and mathematics without any negative impact on other curriculum areas.

Assessment and Feedback

- Parents and carers are fully involved in discussions with the school on assessment and progress
- Teachers provide clear and direct feedback to pupils with SEND, in line with school policy
- Staff use consistent emotional regulation strategies, including, strategies involving emotional literacy advise from specialist professionals.

Inclusive learning environment

- Pupils with SEND have equal access to the teacher
- Classroom organisation will be designed to include all pupils in class activities and promote access to high quality teaching e.g. consideration of seating position, flexible groupings, calm areas, displays and resources accessible and provision of strategies for independence
- Teachers develop a consistent learning environment with established practices and routines
- Out of hours and lunchtime clubs provide opportunities to promote social and communication skills
- Sensory analysis is undertaken to understand sensory integration needs and provide appropriate sensory strategies.

Effective questioning and modelling

- Teachers use effective questioning and modelling that engages pupils in the next steps of their learning
- Social skills and communication are modelled by adults in the classroom. Adults monitor and support interactions with peers to promote social skills.

What is Specialist Provision?

When Targeted Additional SEND Support is not enough.



CHILTON FOLIAT CofE VA PRIMARY SCHOOL

When the support being provided to a pupil through Targeted SEND Support is still not allowing the identified outcomes to be reached, initially concerns are raised with the school's SENCO. Within Targeted SEND Support external specialists may need to become involved to support the child – this could include:

- Behaviour Support Services
- Educational Psychologist
- Child and Adolescent Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Child and Adolescent Mental Health Services (CAMHS)

When school has taken relevant and purposeful action, but the child is still not making the expected progress then the school or the parents can pursue an Education, Health and Care Plan (EHCP) for the child. To initiate this process, they can apply for an EHC needs assessment. An EHC needs assessment is an assessment of the educational, health care and social care needs of a child or young person.

Summary

Chilton Foliat Primary School is committed to providing all pupils, including those with Special Educational Needs and Disabilities (SEND) with a highly effective curriculum so that all succeed academically and personally and reach their full potential. At the end of their primary school career our pupils are ready for the next steps of their educational journey.