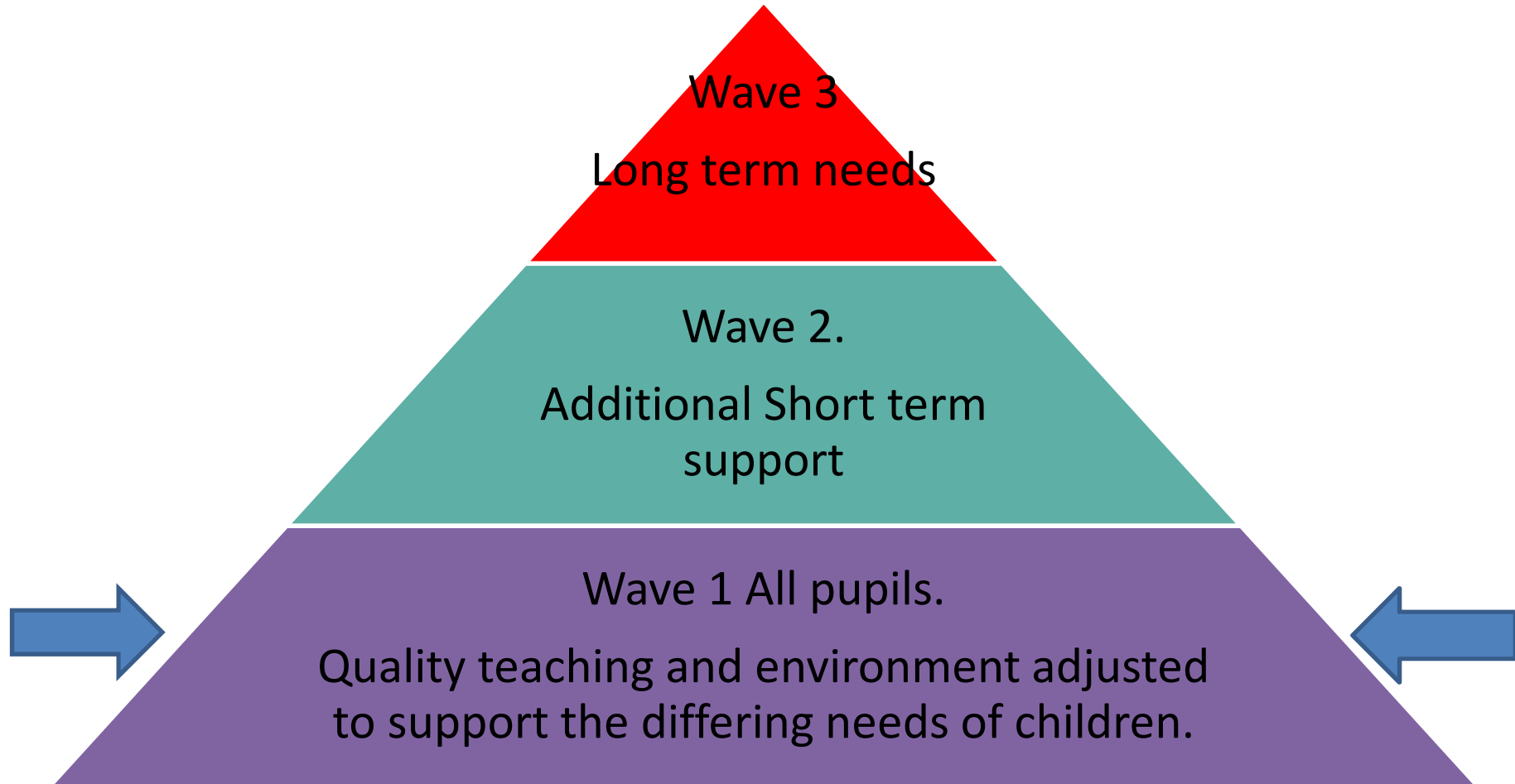


Meeting The Needs of All Our Learners



Purpose



Meeting needs through the:

- Learning Environment
- Curriculum
- Resources
- Opportunities

Learning Environment

Clear routines

Visual Timetables- pictures and words on display in all classrooms so children know what it happening for the day. (Particularly helpful for children who have ASD, not organised or worry)



Names on pegs for all children



Learning Environment

Celebrating with children



- Praise used as much as possible as best motivator.
- “Star of the Week” to celebrate work and behaviour, expectation that all children will have had work on this board during year.
- Team points for good work and behaviour.
- Individual class incentives such as additional play time, a choosing time.





Learning Environment

Safe and Secure



- Class and school rules discussed each term with children.
- Clear expectations of behaviour with sanctions so all children understand.
- Understanding that we can all make mistakes but it is important to learn from these.
- Importance of children telling someone if they are unhappy or someone has been unkind.
- Parents encouraged to tell school if they suspect their child is unhappy or has friendship difficulties which could lead to, or has led to, bullying.
- Clear policies on behaviour and anti-bullying.

Learning Environment

Children taking responsibility



- Year 3 Buddies for new Year R children
- Librarians
- Monitors across the school for: coat areas, recycling, milk, fruit, register.
- Playground leaders, prefects
- School council elected by children twice a year, have supported playground initiatives, Safe Routes to School, Charities. In 2013 raised money for a friendship bench.



Learning Environment

Valuing everyone



- Children taught through PSHE, assemblies and circle time to care for each other, especially those children with a learning or social difficulty.
- Talk partners. Talk partners are used across the school, often instead of “hands up”. It means everyone has the opportunity to discuss an idea or answer a question and then the teacher chooses from this. Talk partners are regularly changed so children learn to work with everyone.

(Helps the shy or less confident child and stops any child dominating answering.)



Curriculum for all Planning to meet all needs

All planning indicates how it will be adapted to meet differing abilities of children. This could be through:

- Different tasks, with the teacher working with different ability groups within the lesson.
- Additional practical resources to support.
- Sometimes mixed ability grouping with children supporting each other.



Curriculum for all Supporting differing abilities in Literacy



We do not set in Literacy

- Infant children have phonic groups, according to their reading needs.
- Group reading in class, with reading ability grouping with the teacher guiding the group for approximately 20 minutes most days.
- Guided writing within the class with the teacher guiding different ability groups each day for approx. 20 minutes within each lesson.
- 1 to 1 individual reading, with more support as children are developing fluency.
- Careful tracking of progress of all children so that we can give additional support if any child fails to make progress.

Curriculum for All Maths



We group by ability within each class except for Years 5 and 6 when we have two sets in each year group.

- Teachers assess children on each new area in maths before planning so that they can target their teaching precisely.
- There are usually 3 ability groups in maths in a class and work is differentiated accordingly. For example, in addition children might have harder or easier calculations with smaller or larger numbers. Teachers will work with each group each day with teaching assistants also supporting the children as they work.
- Practical vocabulary and equipment is provided to support children in their work.



Curriculum for All Science



- Children learn as much as possible through practical work. We use our school grounds to support some of the work.
- Children are sometimes in ability groups and sometimes in mixed ability groups. We are aware that some children who struggle with reading might be excellent scientists and some good readers might find science hard.

Curriculum for All

History, Geography, RE and PSHE

- We often teach these subjects as part of a theme.
- To support their learning we have practical workshops and visits off site.
- French is taught from Year 3.





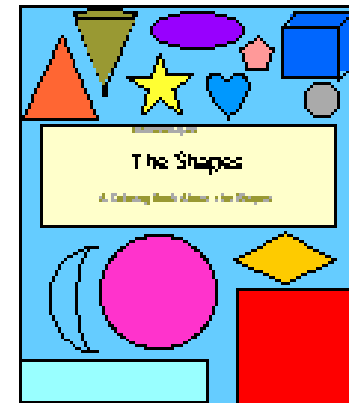
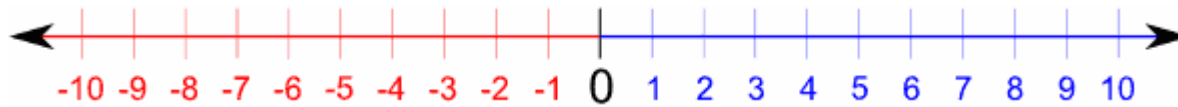
Curriculum for All P.E.



- All children have access to a wide range of sporting opportunities both with class and as clubs.
- New skills are carefully modelled by the teacher to help children learn them, with sometimes other pupils demonstrating.
- Some competitive mini games in lessons are grouped by ability in that game so that all children can feel supported and challenged according to their skills.

Resources to meet all needs in maths

Practical equipment to support learning in maths. Key Vocabulary for children to see.



Resources to meet learning needs

Supporting children understand

- Vocabulary lists around the classroom
- Teaching assistants to support and explain in every classroom.
- Visual ways of marking with highlighters against clear targets make it easy for children to see what they have done well and what they have to improve.
- Small group teaching areas to give additional support or challenge more able.

Resources to meet learning needs

Computers

Interactive White boards show things clearly.

Visualisers in all classes help us to demonstrate how to do a task so all can see or we can show children's work to the class.

Children who have poor fine motor skills can use a computer for word processing and all children learn to type.



Resources to support emotional well being

- All children take part in the SEAL programme that supports friendships, anti-bullying, managing change, setting goals.
- We have a Home School Link Worker one day a week and Learning Space who work one afternoon a week. They support families and children.



Opportunities

Playtimes

- Children in year 6 who are trained as playleaders.
- Trained mid day supervisors.
- Organised areas so that children have a choice of activities.
- A trained member of staff to support ASD children at lunch times.



Opportunities

Our Copse

Our children love to play in our woods. We have recently added more seating, musical instruments made by children, a wild life area and places to make dens.

This area particularly suits children who do not like to play on our sports zone.



Opportunities Visits and Trips



Opportunities Visitors and Workshops



Opportunities Sport

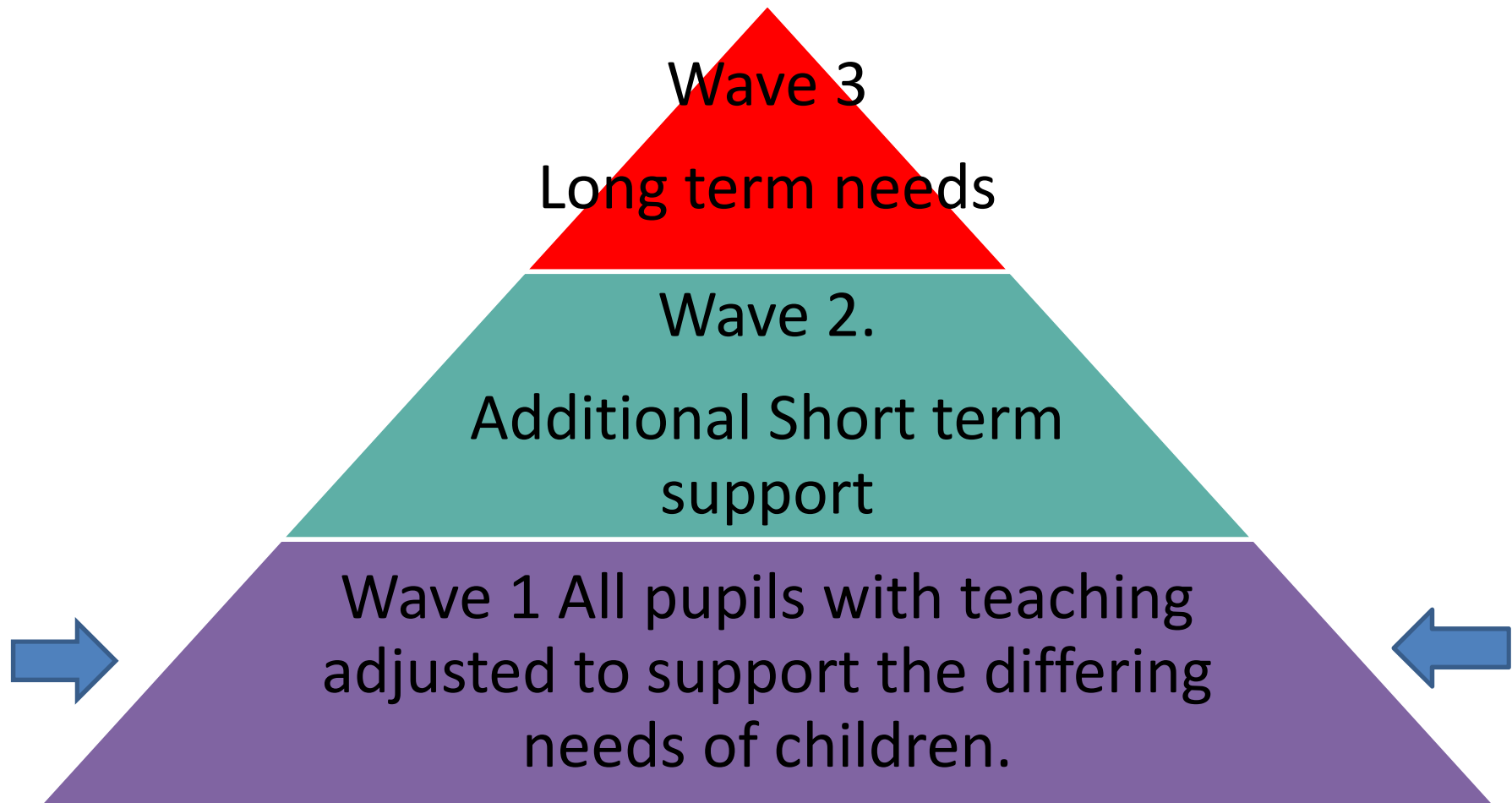


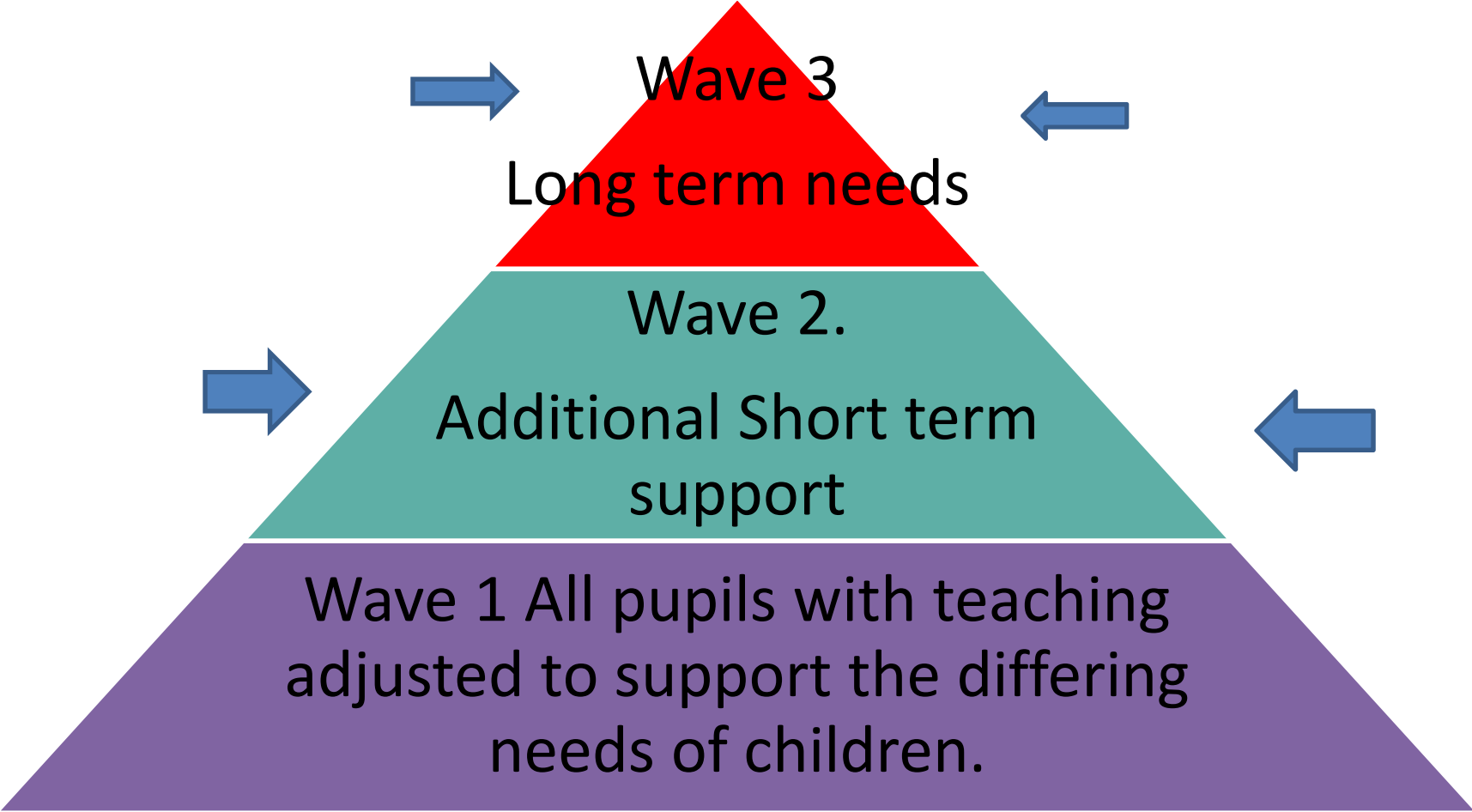
Opportunities Clubs

We have a range of clubs, which run at different times of year and vary, but may include:

KS1 and KS2 choirs, chess, story club, recorders, art, gardening, football, athletics, netball, gym, cooking, photography. Some clubs, such as cooking are offered to children who are less confident in joining clubs.







What next for Wave 2 and 3?

- Next term we will provide information on how we meet the needs of children with additional needs.
- New Code of Practice for children with special needs and not all information is yet available on some of the changes which will take place.

Thank you for Coming

- Teachers available to answers questions related to this presentation , not related to a child or to Wave 2 or Wave 3.