|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Whole school approaches (ongoing where needed throughout the year)** | | | | |
| What? | Why? | Who? children | Who?  Adults | Notes |
| **Whole school regulation strategy** | To use the colours to identify emotions and use the tools provided to regulate them. See classroom display. | Whole class | All adults in school |  |
| **Growth mindset** | Increased confidence and willingness to tackle challenges. | Whole class | All adults in school |  |
| **Positive and nurturing ethos of the school** | To feel safe and supported in school. | Daily nurturing | All adults in school |  |
| **Pre-teaching** | To scaffold new learning or vocabulary | As directed by teacher | LSA |  |
| **Literacy difficulty/dyslexia-friendly environment** | To enable all children to find it easier to access the curriculum. See classroom checklist (displayed in each class). | All | CT to lead |  |
| **Learning Mentor** | Children to have ½ termly 1:1 conference on how they are doing and moving learning forward. Some children may have this more regularly. | All | CT to lead |  |
| **High-quality teaching Classroom Expectations** | | | | |
| **Differentiated/**  **scaffolded planning** | To be able to access all lessons. If a pupil is working > 2 years below, discuss personalised learning with SENCO. | All with additional needs. | Class teacher |  |
| **Daily verbal feedback to move on learning** | Immediate feedback to support learning. | CT to lead | Class teacher/  LSA |  |
| **Communication between CT & LSA** | Interventions communicated and fed into planning | Specific children. | Class teacher/  LSA |  |
| **High-quality scaffolding** | The usual resources which allow HQT such as visuals, word banks, question stems, manipulatives etc. | Specific children. | Class teacher/  LSA |  |
| **-Brain breaks**  **-Now/next/then board**  **-Visual timetable.** | To support children with their concentration/SEMH/scaffolding needs | Specific children. | Class teacher/  LSA |  |
| **Daily reading** | To support word recognition and comprehension for any child significantly below ARE. 3 x weekly for just below ARE. See individual pupil checklists. | All unless ARE | Class teacher/  LSA |  |
|  |  |  |  |  |

Whole school provision for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class \_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

**I hope you liked this free resource!**

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