

Westbury Park Cognition & Learning 2023

EHCPs - Education Health Care Plans

Formal targets with longer time frames, Annual reviews and regular meetings with parents, external agencies, teachers etc Working document that gets passed up through year groups for all staff to use and access. Individualised timetable and curriculum, 1:1 support, breakout spaces, Pre teaching of new topics, Individual pictorial/vocabulary boards

School Support with External Agencies

Increased adult support, more specific targets, core learning support outside of the classroom (1:1), staff training (team teach, dyslexia), annual reviews. Sendco screening, memory cue cards, increasingly individualised interventions, SENDCo expertise used as part of graduated response to co-ordinate support, Personalised learning plans in the form of IEPs, Support Plans, regular meetings with parents, referrals to outside agencies (such as OT, SALT, PT, CAMHS, Community Paediatricians, school nurse), EP, BAT, SHIPS, possibly also - home school books, individual learning strategies such as visual timetables, HNB applications for funding, annual reviews or multi-agency meetings.

School Based Additional Support

Possible planned small group intervention, IEP, regular reviewing with staff, in class support from teacher and TA, ,Specific learning programmes (Toe by Toe, Nessy, Rapid reading, Rapid writing, First Class At Number), personalised learning and targets, differentiated learning/handwriting, extra communication/collaboration between staff, learning aids eg dictating to computers/ overlays. Reward charts, preteaching, differentiated homework and flashcards, precision teaching, SENCO observations and input, Small group phonics (individual or group Little Wandle keep up sessions), Work stations, Regular Parental communication e.g. home school book

Quality First Teaching (what we offer everyone in the school)

Differentiation, planning, reactive intervention, visual timetables, scaffolding in lessons, movement breaks, great teaching, clear instructions repeating instructions, consistent behaviour strategies, assessments for learning, transition planning, regular communication with parents, adjusted language, consistent routine to the day, modelling learning in a similar way, shared tasks and opportunities for group work, independent learning, opportunities to access clubs, questioning that guides children, high expectations and teacher modelling, SSP phonics (Little Wandle), copy of key words, checklists, prompt sheets, coloured backgrounds on powerpoints, kinaesthetic learning, learning slips (breakdown of steps of learning), model examples, TA flexible support, mixed ability pairing, working walls/displays of spellings, number lines, grapheme, visual timetable, manipulatives, dyslexia friendly fonts, afl to target children's understanding, learning objective and steps to meet it explicitly shared, meetings with Sendco, peer readers, Use of "in the moment planning" that follows the needs/interests of the individual children

Glossary

SEN - special educational needs

COP - code of practice

IEP - individual education plan

EP - educational psychologist

OT - occupational therapist

PT - physiotherapist

SALT - speech and language therapist

CAMHS - child and adolescent mental health services

SHIPS - supporting head injuries in schools

TA - teaching assistant

SENDCo - special educational needs and disabilities coordinator

BAT- Bristol Autism Team

HNB – High Needs Band Funding

ELSA – Emotional Literacy Support Assistant

SSP – systematic synthetic phonics