

## Every child matters and matters equally.

Our provision of quality first teaching is based on action research:

### Explicit instruction:

This is linked with our adoption of Rosenshine's principles; every lesson follows the 'I do, we do, you do approach'. By explicitly modelling we are supporting our children with SEND.

Our teaching cycle is underpinned by HPL VAAs and ACPs, the behaviours and thinking skills which are taught to pupils so they become high performance learners; we believe that all pupils can achieve highly.

### Cognitive and metacognitive strategies:

By understanding how children learn we are able to adapt our teaching effectively to ensure all children are included in the learning process. Chunking information, displaying information in a visual way and pre-teaching are examples of this method.

### Scaffolding:

This means breaking up the lesson into chunks and providing the children with a scaffold to support them at every step, for example, this could be a modelled example in maths or a writing frame in writing.

### Flexible grouping:

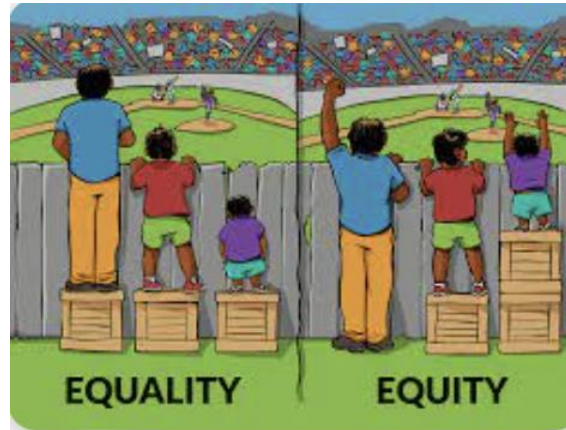
Children are not sat in ability groups; children sit in flexible groupings which can change depending on the assessment for learning that the teacher has made through questioning and observing etc. Some children will work in small groups or 1:1 but they will also join whole class flexible groupings as well.

### Using technology:

We use technology to advance teaching, for example we use interactive apps to practice key skills.

### For further information:

[https://d2tic4wvo1usb.cloudfront.net/guidance-reports/send/EEF\\_High\\_Quality\\_Teaching\\_for\\_Pupils\\_with\\_SEND.pdf](https://d2tic4wvo1usb.cloudfront.net/guidance-reports/send/EEF_High_Quality_Teaching_for_Pupils_with_SEND.pdf)



### Our curriculum is simple, based on clear evidence, and uncompromising in its support for every one of our pupils

Everything we do is focussed on helping them become the best they can be.

We want all of our students to develop into confident learners while at primary school, and when they leave us are ready for secondary school and ultimately become the leaders of the future. All of this is underpinned by the basis of their daily behaviours. In short we support them to become successful leaders, ambitious learners, caring people and have amazing opportunities whilst in our care.

We are fully inclusive and our SEND and disadvantaged children are at the heart of our curriculum design.

We challenge, Nurture and Respect all of our children.

We work closely with outside agencies to provide the best outcomes for our pupils with SEND:

- Ladywood outreach service
- Behaviour support
- School nursing team and advanced practitioner
- Health visitors
- Speech and language service- NHS
- Speech Bubble SALT
- CAMHS
- Paediatricians
- Physio
- Information advisory service (formally Parent Partnership)
- Educational psychology
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As part of our Graduated Approach we provide specific interventions and provision to meet individual needs:

### SCLN:

- SALT therapy sessions from Speech Bubble
- Welcomm being delivered in Reception
- Personalised Visual timetable
- PECS

### SEMH:

- Nurture groups/friendships groups etc
- Promoting life skills-tying shoelaces etc.
- 1:1 learning mentor sessions

### Sensory and Physical (PD)

- Ear defenders - fiddle toys
- Sensory room – pencil grips

### Cognition and learning:

- Over learning – Precision teaching
- Pre-teaching – Same day maths/phonics