

Mobberley C of E Primary School

Whole School Provisions



Cognition and Learning

Quality First Teaching approach

- High expectations of children and appropriate challenge for all
- Clear learning objectives and differentiated outcomes, clear instructions
- Clear feedback and next steps in their learning – children involved in the process and given time to respond
- Behaviour for Learning at the heart of lessons/school ethos
- Time to talk things through with a Talk Partner before feeding back to class
- Access to ICT in particular iPads to help reduce barriers to learning
- Writing frames or alternatives to written recording when writing is not the primary objective
- Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals
- Multisensory learning approach (visual, auditory and kinaesthetic learning) making use of music, actions, graphics etc.
- Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do,
- Personalised and differentiated teaching, including questioning
- Learning presented in small chunks. Mini plenaries throughout session to ensure pupils making good progress. Intervention given to overcome misconceptions
- Differentiated curriculum planning, activities, delivery and outcome
- Visual timetables
- TA in class support
- Use of symbols
- Structured school and class routines

Cognition and Learning



SEN support

- 1:1 reading
- Phonics (group and 1:1)
- Writing intervention
- Numicon and concrete maths activities
- Maths Catch Up Groups
- Small Group and 1:1
- Additional Maths Support
- Support for word building and high frequency word recognition
- In class support from TA
- Spelling practice groups
- Additional individual reading
- Computer programmes: 1:1 and small group

Communication and Interaction



Quality First Teaching approach

- Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language
- Increased visual aids / modelling etc.
- Visual timetables
- Use of symbols
- Structured school and class routines

SEN support

- In class support
- Speech and Language support; 1:1 speech therapist and/or TA delivering speech therapist devised support programme
- Input from Autism Team
- Visual organisers
- ICT
- Social groups
- Social Stories

Social, Emotional and Mental Health



Quality First Teaching approach

- Whole school positive behaviour policy
- Circle Time and Class worship
- Certificates / Team points Reward System
- Praise Assembly every week
- Collective Worships

SEN support

- Small group Circle Time
- Social Skills group
- Individual reward system
- Home – school record (daily)
- Peer mentoring (as appropriate)
- Nurture intervention and Nurture transition support
- Small Group mediation
- Year 6 transition support

Sensory and/or Physical Needs



Quality First Teaching approach

- Flexible teaching arrangements
- Staff aware of implications of physical impairment
- Writing slopes
- Pencil grips

SEN support

- Fine Motor Skills group
- Gross Motor Skills group
- Additional handwriting practice
- Individual support in class during PE and lunch time
- Reasonable adjustments to environment to support access