

## QUALITY FIRST TEACHING (QFT)

### Evidenced Based Intervention

#### Cognition and Learning

Little Wandle Phonics

Blending

Reading Fluency

Effective Maths

SNAP Maths

#### Speech Language and Communication:

SALT Therapist

Attention Bucket

Intense Interaction

Wellcomm

Lego Therapy

#### Physical and Sensory

Sensory Circuits  
Individ Physio Programmes  
Ling Sounds (SEST)

#### SEMH

Nurture Intervention (Launchpad)

Incredible 5 Point Scale

Wild Passport

ELSA

Thrive

Happy to be Me

Protective Behaviours

Anger Gremlin

### High quality and inclusive teaching for every child in a classroom

Effective learning strategies in place - The Benjies Way (I do, We do, You do)

Support for cognitive or sensory overload to maintain attention and regulation.

A drive to develop aspirations, resilience and independence.

Adaptive teaching across the curriculum.

A nurturing environment with challenge.

Positive behaviour focuses with all children.

A culture of Growth Mindset.

Teaching strategies to support Neurodiversity and accessible learning.

Staff who have a strong awareness identifying and mitigating barriers to learning.

Regular opportunities to demonstrate and check progress through formative and summative assessments.

Encouragement for all to experience a wide range of high-quality extra-curricular activities

Consistent, tidy and organised learning environments with prompts and scaffolds to support learning

Continued professional growth

Specialist and experienced staff to support learning

SENCOs Solution Focussed Meetings to support differentiation and adaption teaching and learning. SENDCO observations.

Opportunities to access outdoor learning: Roots School, Enrichment, extra-curricular opportunities

Regular training for Teachers and support staff in specific areas of need or barriers to learning.

Access for All Approach.

Screeners and assessments to support identification of need e.g. Dyslexia, Boxall, SDQ, phonics, Wellcomm, Bell Foundation, Thrive, Smartgrade, EHA

**Learning may include: wobble cushions, fiddle toys, resistance bands, ear defenders, movement breaks, sensory circuits, scaffolds, widgits, lap tops, IPADs etc.**

### MONITORING

#### Early Identification of barriers to a child's learning

Child discussed with SENDCo due to possible concerns over progress (data analysis) or accessibility to learning.

SENCO Involvement (observation, support, solution focussed)

Liaison with Safeguarding Lead and Mental Health Lead

Home/School Strategies signposted and shared with parents

Evidence based interventions in place and reviewed for impact.

Some external agency support, including Behaviour Support, MHST, SALT, OT, Sensory Services - HI

### SEND SUPPORT

**Child discussed with SENCO/parents and registered as SEND support and parents informed. An Individual Plan is produced and shared. Child is receiving above Quality First teaching offer.**

#### The LP includes:

Identification of specific need or barrier within the 4 areas of need.

- Any diagnosis or referrals made.
- Identified outcomes for the term.
- The interventions and adjustments put in place to ensure these outcomes will be met. (Provision Map)
- 3 x Year IPM Review and Target Setting including parent view.
- Continued SENCO Involvement through observation, support, monitoring and SEND Solution focused meetings.
- Relevant external agencies and professionals engaged. to advise on strategies and support target setting.
- Home/School Strategies signposted and shared with parents
- Evidence based interventions in place and reviewed for impact, delivered by teachers and TAs
- Access and signposting to additional support for child and family with school
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- Additional time if required to access learning
- Adaptations made to learning environment and daily provision inclusive of sensory movement break, learning tools and adaptive teaching and learning strategies.

#### SEND Support PLUS:

Request for Inclusion Funding (Nursery age) and an Education Health and Care Plan (EHCP) if a child "has special educational needs and will need additional support over and above the usual support arrangements.

Individualised and targeted Planning/provision towards key outcomes within EHCP.

Individual plan identifying needs, outcomes and support. Reviewed 3 X per year.

Continued SENCO Involvement (observation, support, monitoring)

Home/School Strategies signposted and shared with parents

Evidence based interventions in place and reviewed for impact

Access to additional bespoke support including: EP, Behaviour Support, Enhanced Adult,

External Agency involvement and review of outcomes

Annual Review of EHCP outcomes every 11 months involving all involved with the child.

