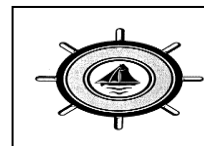




Whitstable Junior School Provision Plan 2023-2024

Year: 4 Terms: 1 & 2



Quality First Teaching – available to all children

- Create a warm, safe and empathetic ethos to support children's emotional well-being and learning.
- Take account of individual children's learning styles and adjust planning and teaching accordingly -Aspects of structured teaching are used according to pupil needs (e.g. visual timetables, clear concise instructions with written or visual prompts, particularly during transitions).
- Learners are given time to process information before being asked to respond.
- Tasks are broken down into small manageable steps. These steps are shown explicitly.
- The pace and order of activities is varied to maintain interest and attention of all pupils.
- Modelling is used to aid understanding.
- Visual/audio demonstrations and visual cues/audio commentary are used.
- Key vocab is displayed with visuals.
- Alternatives to written recording are used routinely – laptops. Clickr 8
- Strategies are used to actively promote independent learning, e.g. through pre-teaching, overlearning, appropriately adapted resources.
- Learners' sensory needs are known and taken account of when planning seating arrangements and movement breaks:
 - Left and right-handed pupils are able to use equipment comfortably.
 - Pupils who wear glasses and/or hearing aids wear them and are seated in the optimum position.
- Displays are meaningful and visually accessible to reduce sensory overload.
- Staff are aware of lighting in the room.
- Use of pale background and accessible font styles with good colour contrast on the interactive whiteboards.
- Staff are aware of pupils who may be sensitive to particular sounds, sights or smells and take steps to minimise the impact or remove these sensory stimuli.
- Resources are within easy reach of learners to promote independence. Learners have easy access to sensory equipment that they require, e.g. writing slopes, pencil grips, wobble cushions, fidget toys and ear defenders.
- A quiet and calm space or place is available within the classroom or an identified area of the school for pupils who need this.
- A range of visual timetables are used routinely (at a whole class level and for individual learners as needed); events are removed or ticked off when finished.
- Timers are used to show pupils how long they have to work for/ how long they have to finish.
- Opportunities for periods of respite using withdrawal to smaller groups. This might include self-directed/individual time-out.
- Care plans implemented for pupils who require one to maintain their health.
- Children are given the confidence to engage positively with peers and adults by providing a variety of ways to communicate e.g use of signs and symbols, use of cue cards, use of exit cards.
- Special arrangements for assessments: Adjustments for any assessments and tests within class
 - Scribe, reader. small group, prompter, brain breaks, use of computer, coloured paper (with colour stated)
 - Extra equipment (pen grip, writing slope, fidget toy, ear defenders, overlays, count down timer, adapted workstation, magnifiers, radio aids)
 - Extra time

Maths – Use of Maths Working Wall place value charts and number lines/squares, numicon, whole class number line, manipulatives for all groups, target time to help all children further develop numeracy skills and achieve set targets, testbase questions set each week as part of formative marking, AFL marking, time allowance for editing 'green penning' their own work, times table display with children's photos on their target table.

Reading - Variety of reading material to assist children in their reading skills. Read, write, inc. listening to target readers. Comprehension groups to improve comprehensions skills as well as Ric reading sessions.

Writing - Writing focussed targets, working wall displaying children work and vocab needed. Topic related displays to assist class.

Interventions

Interventions						
Name of program being used/Frequency/Group size	Pupils	Focus area (eg: phonic knowledge, comprehension, practice)	Impact			Adult
			High impact	Medium Impact	Low Impact	
Literacy						
Read Write Inc. Daily 1 Hour daily						
Read Write Inc. Daily 1:1 10 mins						
Daily Target Readers						
SPaG (RWI)						
SPaG						
HFW Spellings						
Spellings						
Maths						
Making Numbers Matter						

In class maths focus group						
Times Tables						
Other interventions						
Pre-teaching						
Motor Skills						
Fine Motor Skills Clever fingers						
Gross Motor Skills Fizzy						
Handwriting						
Well-Being/SEMH						
Attachment programme						
Social Stories						
5 point Scale						
Sensory Circuits						
Well-being Team						
Messy Play						
Play Therapy						
Creative Arts Therapy						
Brain breaks (timetabled)						
Decompression session						
Lego Therapy						
Friendship group						

