

Overview of Provision at Glendale Middle School, Wooler First School and Little Acorns Nursery

Area of Need	All pupils where appropriate. (Quality First Teaching.)	Intervention Programmes
Cognition and Learning.	Differentiation/personalisation with appropriate level of challenge Focused feedback/effective feedback Independent learning is promoted Links to prior learning Misconceptions are addressed swiftly High quality questioning Motivational and engaging lessons Multisensory, active learning Ensuring 1:1 and small group work is teacher directed and not always TA directed Effective use of additional adults Good subject knowledge Modelling Playing to teachers' and children's strengths Accurate baseline assessments Ongoing accurate assessments to inform planning Accessible language Pre teaching where appropriate Offer a variety of ways to record work Develop metacognition Limit time sat down Sound mats and charts	Rapid Reading Rapid Maths Moon Dog scheme Catch Up Phonics Rainbow Readers One to One times tables and reading practice Read Write Inc Toe By Toe Write From the Start On Track English Language Link Memory Magic Phnological Awareness Precision Teach Fluency Reading Program Get Spelling SNIP

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Communication and Interaction. (Including Speech and Language and Autism Support)	Cut down the amount of language used. Repeat important information several times. Build in time for processing answers to questions. Build on the language pupils use. Pre teach vocabulary. Model language. Slow down and repeat instructions. Think aloud. Use visuals. Display key words on the board. Time for reflection. Talk partners. Involving pupils in assessment. Lunchtime Clubs.	Talk Boost. Word Aware. Getting the Picture. Mr GoodGuess Language for Thinking Lego Therapy Reading Between the Lines Language Link Theory of Mind Social Skills Consideration for clothing/uniform issues Friends Resilience NELI (Early Years) Sound Linkage
Emotional, Behavioural and Social.	Thrive approach Praise Positive Culture Positive relationships Flexibility to adapt to changing needs Good knowledge and understanding of the children High expectations Focus on lifelong learning Ensure we look at the whole child considering mental health and wellbeing Teacher and peer mentors Meet and Greet (check-ins) Time to talk Playground supervisors Lunchtime clubs Student Council Chat club School shop	One to One Thrive sessions ELSA Zones of Regulation Counselling with the school Nurse Friends Resilience Think before you Act
Sensory and Physical.	Consider the classroom environment and its impact. Reduce language levels.	Make sure pupil can always see the person who is speaking.

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	<p>Repeat/rephrase information and recap work at regular intervals</p> <p>Break down instructions into shorter, smaller steps. Repeat if necessary. Give additional time to process thoughts/ideas before expecting a response</p> <p>Avoid more complex instructions. Try to keep instructions chronologically.</p> <p>Teach use of a visual 'Task Planner.'</p> <p>A visual token (coloured cards red/green; a smiley/straight face or a tick/question mark) to ask for help; clarification; repetition.</p> <p>Adult orally and/or visually shares their approach to a piece of work.</p> <p>Write down the words to support any new vocabulary.</p> <p>Consider seating position in the classroom</p> <p>Wild About Adventure programme</p>	<p>Have the pupil's attention before you speak.</p> <p>Move more talkative pupils away from where pupil is seated.</p> <p>Enlarge texts and resources Motor</p> <p>Skills United</p> <p>One to one occupational therapy sessions</p> <p>Speed Up! Sensory</p> <p>Circuits</p> <p>Nelson Handwriting.</p> <p>Disabled toilets and changing area.</p> <p>Wheelchair Accessible</p> <p>Stairlifts</p> <p>Evac+chairs</p>