



Available to all children regardless of need

Resources and Equipment	Learning Environment	Curriculum
<ul style="list-style-type: none"> • Classroom furniture appropriate for age group • Interactive whiteboards & children's lockers • Heating and lighting at safe levels • Air conditioning in some classrooms • Large hall with stage and lighting system • Separate gym with appropriate equipment • Kitchen providing daily choice of meal • Changing rooms, library, ICT suite • Equipment for art, science, music & cooking • Small rooms for small groups to work in • Outdoor swimming pool • Playground with netball courts, outdoor stage and marked games • Very large field with markings for football and athletics, including long jump pit • Courtyard with tables: opportunities for working outside and eating outside • Gazebo • After school clubs available to all 	<ul style="list-style-type: none"> • Children help and support each other with ideas and their learning (Talk partners, informal paired /group talk) • Children's contributions are valued by peers and adults • Seating plans, groupings and pairing of talk partners are used to ensure the best learning opportunities • Learning activities are modelled to children • Multisensory teaching and learning: visual, auditory and kinesthetic • Visual prompts, aids and resources support learning e.g. word banks, key words, number lines, electronic notebooks etc • Inspiring and stimulating learning so children are interested and keen to learn • Opportunities for extended learning • TAs and additional adults purposefully managed to support learning and progress • School behaviour policy followed consistently by all staff • Pupil voice heard formally (school council) and informally • Supportive classroom displays such as Maths Walls, Writing Walls and Learning Journeys all labelled and accessible to children • House point system for rewards • Other reward opportunities: attendance, Mathemagician, Writing Wizard, Sports Awards • Relevant training for school staff 	<ul style="list-style-type: none"> • Varied and broad curriculum: English, Maths, Science, RE, History, Geography, French, Art, PE, ICT, Music, DT, Cooking • Differentiated planning and work to ensure learning matches individual children's ability and includes a suitable level of challenge • Differentiated delivery and questions e.g. simplified language, slower lesson pace, higher / lower order questions to match the needs of different children • Clear success criteria so children know what they need to do to succeed • Flexible methods of recording as appropriate e.g. cartoon strip instead of written prose, use of ICT • Group and individual targets • Next steps to improve learning and skills shared with children (verbally and using the child friendly marking code) • Children encouraged to decide next steps for themselves • Specialist Sports Coach • Swimming pool on site with swimming lessons for all • Homework is differentiated and set weekly in reading, spelling, Maths and writing • Themed Days and Weeks: Book week, Anti-bullying, Easter Pause Day, Day of Difference, Citizenship week • Assemblies follow a termly theme and focus on specific issues • Regular assessment and tracking of pupil progress

WAVE 2 SUPPORT AT QUEEN ELEANOR'S JUNIOR SCHOOL, GUILDFORD

Wave 2 Provision by Areas of Special Educational Need

Cognition and Learning	Speech, Language and Communication
<ul style="list-style-type: none"> • Intervention groups led by teachers and teaching assistants • Targeted Phonics and spelling groups • Handwriting Scheme • SNAP on Maths Scheme • Comprehension Skills Group • First Class at Number Maths Intervention • Accelerated Accelerate reading/spelling intervention • Reading for Meaning • Looking and Thinking • Clicker 5 software • Booster groups • LLS developing written language skills • In house assessments-Dyslexia Portfolio • Access arrangements for examinations where appropriate e.g. reader, extra time 	<ul style="list-style-type: none"> • Black Sheep Language Resources • Access to resources from the Speech and Language Therapy service • LLS phonological awareness scheme and staff training • Individual Speech Programmes for children where recommended by the Speech and Language Therapy service • Access to the 'Top up' Speech and language Service • Lego Therapy
Social, Emotional and Mental Health Needs	Physical and Sensory Difficulties
<ul style="list-style-type: none"> • Home School Link Worker (HSLW) • Social skills groups • ELSA trained staff • Circle of friends • Time to talk • Comic strip cartoons • Socially speaking • Individualised rewards • Self-esteem groups • Transition groups • Anger Gremlin • Risk management • Structured lunch • Movement breaks • Additional support at breaks 	<ul style="list-style-type: none"> • Use of specialist equipment such as sloping boards, pencil grips, lap weights and wobbly cushions etc. • Medical support from School Nurse outside medical agencies (GP, paediatricians etc.) • Adapted resources – e.g. large paper, font, colour and size • Targeted Work from Occupational Therapy, Physical and Sensory Support Service, Physiotherapy, Freemantle's, School Nurse Team • Use of ICT to record work • Fine and Gross Motor Skills Groups • Touch typing • Personalised curriculum if required • Individual support in PE • Strategies to maintain fine and gross motor skills. • Assistance with self-help and independence skills • Access arrangements for examinations where appropriate e.g. scribe, extra time

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| <ul style="list-style-type: none">• 5-point scale• Referral to CAMHS where required• Home School Contact book• Behaviour Management Plans• Risk Assessments on trips out• Risk assessments in school• <i>Pets as Therapy – Read 2 Dog</i> scheme led weekly in school | |
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WAVE 3 SUPPORT AT QUEEN ELEANOR'S JUNIOR SCHOOL, GUILDFORD

Wave 3 Provision by Areas of Special Educational Need

Cognition and Learning	Speech, Language and Communication
<ul style="list-style-type: none"> • 1 to 1 English or Maths teaching by specialist teacher • Access to Educational Psychologist Service • Higher levels of 1:1 staff support 	<ul style="list-style-type: none"> • Advanced training for individual needs • Continued agency advice from Speech and Language Service • Continued Outreach support from Freemantle's Outreach • Alternative and Augmentative Communication (AAC) needed with text as required. • Individual programme of intervention devised by Speech and Language delivered by trained staff • Lego Therapy
Social, Emotional and Mental Health Needs	Physical and Sensory Difficulties
<ul style="list-style-type: none"> • 1 to 1 HSLW sessions • Access to HSLW's room when time out needed • Behaviour Management Plans • Risk Assessments on trips out • Risk assessments in school • Further CAMHS support if required • Access to Behaviour Support teachers and Educational Psychologist 	<ul style="list-style-type: none"> • Individualised monitored PE support • Access to Physical and Sensory Support Service • Access to Occupational Therapy • Access to Physiotherapy • Access to Visual Impairment Specialist teacher • Access to Hearing Impairment Specialist teacher • 1:1 support to access school environment if required • Accessible equipment purchased or adaptations made to school environment