

At Beccles Primary Academy we strive to ensure all our children have the best possible educational start in life and nurture a life-long love of learning. We embrace individuality and seek to make every child's educational journey a positive and inspirational experience. Building relationships is at the heart of what we do. Our inclusive classrooms support children of all abilities and tailor our curriculum to meet their needs through high-quality teaching.

**This is the basis for all learning.**

## Waves of Intervention Model



If any child experiences challenges or barriers to learning, we use a tiered approach of support, starting with our universal classroom approaches outlined below:

### To support:

**Emotional wellbeing so that children can learn:** Thrive (supporting emotional development), check - ins, modelling emotional vocab, worry box, circle time, listening ear, social stories, cartoon conversations, restorative approach, timers

**Structure and reduce anxiety:** visual timetables, checklists, now and next boards, clear steps to reduce cognitive overload, basic language for instructions, clear guidelines around expectations (S Code, Marvellous Manners, Golden Rules)

**Cognitive Overload (having to remember everything!) and working memory:** Chunking of information, limiting instructions, visual clues, modelling ideas

**Movement and sensory:** wobble cushions, movement breaks, ear defenders, chew buddies

**Writing:** word mats, writing frames, modelling what a good one looks like (WAGOLL), choice boards, colour coding, working walls

**Reading and vocabulary:** pre teaching, word maps, visual prompts, text enlargement

**Handwriting:** pen grips, ruler grips, hand gym/finger gym, letter/number formation guidance

**Maths:** concrete apparatus such as multilink, Numicom and base 10, modelling, computer programmes

**This is not an exhaustive list and other strategies and resources may be used to enable the children to achieve their best!**

At Beccles Primary Academy we understand the importance of High-Quality Teaching, as stated within the SEND Code of Practice (2015): "High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for the lack of good quality teaching." (SEND Code of Practice, 2015 p.99)

