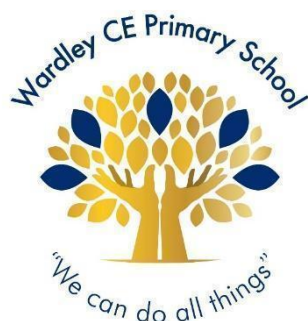


Wardley CE Primary School Geography Policy



Name of Reviewer	Mark Foster
Date of Approval of Governing Body	September 2024
Signature of Chair	<i>Alan Johns</i>
Signature of Head	<i>Mark Foster</i>
Date Due for Review	September 2027

EQUALITY STATEMENT

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on the following protected characteristics: age, disability, ethnicity & race, gender (sex), gender identity & reassignment, pregnancy & maternity, sexual orientation, religion & belief and non-belief as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

Our school vision

We are a Church of England school that values and recognises the uniqueness of each individual child and acknowledges their fundamental right to be educated to their full potential in a safe, secure and caring environment. Our ethos is built on Christian foundations and drives our belief that we can do all things.

Wardley CE Primary School is committed to continual improvement to ensure that what we do today is even better tomorrow. We provide a happy, secure and supportive learning environment where the children develop independence and work hard to make the most of their talents, and that 'We can do all things' within a deep and rich curriculum.

We can do all things through Christ who strengthens us. Phillipians 4:13

Practical ways in which we attempt to carry out our school vision

Through the Christian value of respect:

- Having strong ethics to underpin our decision making and actions.
- Creating an environment which promotes the Christian ethos of trust, respect and honesty to enable people to flourish.
- Promoting a sense of justice.
- Creating a strong moral purpose which underpins everything we do

Through the Christian value of friendship:

- Having an inclusive ethos to create a school in which everyone is welcome and everyone is equal.
- In celebrating diversity we value the strengths of all and embrace differences.
- Engaging stakeholders within and beyond the school.

Through the Christian value of trust:

- Having a strong sense of teamwork amongst all members of the school community.
- No matter how small, we value every contribution and support each other to reach our goals.
- In respecting each other, we strive to not let each other down.
- In feeling valued and empowered people have a desire to go the extra mile.

Through the Christian value of courage

- Recognising, supporting and developing everyone's potential.
- Nurturing skills and promoting opportunities.
- Creating an environment for people to think positively and take risks.

Through the Christian value of perseverance:

- Through continual enhancement we are constantly striving to achieve high standards, we never stand still.
- All improvements are underpinned with high aspirations.
- When problems arise, we must hold on to our vision and find solutions.
- We inspire and innovate and we support others to do the same.

Spiritual Moral Social & Cultural Statement

At Wardley CE Primary School we aim to promote children's curiosity and understanding about the world in our geography lessons. We aim to build upon the child's 'personal geography' by developing geographical skills and knowledge through studying places and themes. Geography is a valued part of the curriculum as it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people. Geography looks at how societies function in different parts of the world and the children will focus on spiritual, moral, social and cultural (SMSC) aspects of different nations. Throughout the year, children are given the opportunities to understand more about the world we live in and how we can look after it.

Spiritual education in geography involves the study of real people in real places. Our geography units of work enable children to reflect and share their own experiences and the diverse nature of our classes enhances discussion and debate in this area. Imagination and creativity is a theme in teaching, where children are stretched in the geographical activities they are given.

Moral education in geography involves investigations, debates and a consideration of different viewpoints and most geographical topics have a moral element to them. Children will explore how ethical/unethical actions impact the world. Debates based on these geographical issues help develop empathy and appreciate the opinions of others.

Social education in geography helps children to consider the differences and similarities between societies and different cultures around the world. Children's own social development is encouraged through discussion and problem solving. Geography also is a key part in developing a child's skill of expressing themselves clearly and communicating better.

Cultural education involves children developing a better understanding of our multicultural society through studying links between different geographical regions

Intent

What is geography?

Michael Palin in 2011 said: 'It is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant... geography is a subject with the key to our future.'

Barack Obama in 2012 said: 'The study of geography is more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents and in the end, it's about using all the knowledge to help bridge divides and bring people together.'

At Wardley CE Primary School, we think that geography is the study of where places are found, what they are like and the relationships between people and their environments.

Geography is a rich and diverse subject that gives children the opportunity to learn about diverse places, people, resources and environments. It inspires a curiosity and fascination about the world from an early age.

The subject is therefore well placed to play an important part in developing the school's vision to enable the children to make the most of their talents and see that 'we can do all things' within a deep and rich curriculum.

Throughout the school's geography curriculum, children will deepen their understanding of place and the interaction between physical and human processes and how this affects landscapes and environments.

They will also develop important geographical skills, such as being able to use a compass and four figure grid references to describe a location. This reflects geography's position as a practical 'doing' subject.

Our pupils have access to a diverse, enquiry based geography curriculum that allows continuous development of key skills and geographical knowledge throughout their time at primary school. It also supports the children in developing their broader key skills in: literacy, numeracy, oracy and graphicacy. The last is the ability to interpret maps & diagrams and geography can be seen as being uniquely placed to develop spatial skills.

Our subject intent is that to be a geographer at Wardley CE Primary means that you have:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.

- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.
- A sense of pupil agency that encourages them to become active global citizens who aim to lobby and to make a positive difference to the world that they live in.

Implementation

At Wardley CE Primary School our geography is based upon the CUSP geography curriculum. This evidence-led curriculum is made up of a long term sequence that is supported by evidence-led learning modules and high quality teaching resources that clearly outline what pupils should know, be able to do and remember. It is a cumulative curriculum structure, starting with the EYFS provision, ensuring prior knowledge is always a precursor to a study. The end goal is that we give our children the tools and provision within our geography curriculum to know more, do more and learn more.

Principles of Implementation

In geography at Wardley CE Primary School the pupils develop both their substantive and disciplinary knowledge of the subject. The aim is to gain conceptual fluency and to be able to think like a geographer.

a) Substantive knowledge - this is the subject knowledge and explicit vocabulary used to learn about the content. Common misconceptions are explicitly revealed as non-examples and positioned against known and accurate content as pupils become more expert in their understanding. Misconceptions are challenged carefully and in the context of the subject's substantive and disciplinary knowledge. In CUSP Geography, it is recommended that misconceptions are not introduced too early, as pupils need to construct a mental model in which to position new knowledge. We have defined substantive concepts that are the suggested vehicle to connect the substantive knowledge. These are defined at the start of every study in the Big Idea.

- Locational Knowledge
- Place Knowledge
- Human & Physical Geography
- Geographical Skills & Fieldwork

b) Disciplinary knowledge – this is the use of knowledge and how children become a little more expert as a geographer by Thinking Geographically. CUSP draws upon the work of Cresswell, Lambert and Massey to offer suggestions about the discipline of geography.

- Place & Space
- Scale & Connection
- Human & Physical Geography
- Environment & Sustainability
- Culture & Diversity (Uniqueness)

c) Geographical analysis is developed through selecting, organising and integrating knowledge through reasoning and making sense of the content in response to structured questions and well-designed tasks that cause children to think hard as geographers.

d) Substantive concepts are the big ideas, and the golden threads, that run through a coherent and cohesive geography curriculum. They can include place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness and cultural diversity. Concepts such as change through erosion are taught through explicit vocabulary instruction as well as through the direct content and context of the study.

Thinking Like A Geographer

Pupils make more sense and deeper understanding of the substantive concepts and knowledge by using what they know through disciplinary knowledge.

The Disciplinary Geography Map is used to identify the opportunities to think hard and use the substantive content in a disciplinary manner by thinking like a geographer.

The CUSP Thinking Hard Geography Tasks give teachers the opportunity to consolidate or elaborate pupil thinking through disciplinary knowledge tasks. The aim is to attain conceptual fluency.

Geography in the EYFS

The key link for geography within the EYFS is within 'The Understanding The World' strand of the EYFS curriculum. Understanding the world involves guiding children to make sense of their physical world and community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and shops to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later development in the subject and in reading comprehension more widely.

At Wardley CE Primary School we use the CUSP Early Foundations offer to help structure the foundational knowledge, opportunities and experiences in our EYFS geography curriculum. The CUSP Early Foundations offer is presented in three parts;

Foundational knowledge: sets out what the pupils should know and be able to do throughout the EYFS and how this will support their development and prepare them for success in key stage 1 and beyond.

Opportunities and experiences: how this foundational knowledge can be learnt through guided activities that will allow pupils to explore, experiment with and think hard about new and important concepts.

Structured storytime: core texts will introduce key language, ideas and themes that pupils will need to access the foundational knowledge, built into a framework that is based on research about effective literacy instruction.

The key geographical strands that are developed within the EYFS can be seen as:

- Locational knowledge
- Place knowledge
- Seasonal changes and weather
- Geographical skills and fieldwork
- People and communities, including different religious and cultural communities

The structured storytime texts and linked geographical strands that the pupils will encounter in the EYFS are shown below:

Nursery

Autumn	Spring	Summer
<p>The Leaf Thief -Seasonal change & weather</p> <p>Come Over To My House -People & communities -Place knowledge -Locational knowledge</p> <p>The Snowy Day -Seasonal change & weather</p>	<p>We Are Going On A Bear Hunt -Place knowledge -Skills and fieldwork</p>	<p>Astro Girl -People & communities.</p>

Reception

Autumn	Spring	Summer
<p>My Family & Other Families -People & communities, including different religions and cultural communities.</p> <p>My Hair -People & communities, including different religions and cultural communities.</p> <p>Autumn Poems -Seasonal change & weather. -Skills and fieldwork.</p> <p>The Squirrel Who Squabbled -Seasonal change & weather.</p> <p>Celebrations Around The World -Seasonal change & weather.</p> <p>The Suitcase -Skills and fieldwork. -Locational knowledge.</p>	<p>Anansi & The Golden Pot -Skills and fieldwork. -Locational knowledge (Ghana). -Place knowledge.</p> <p>Shu Lin's Grandpa -Skills and fieldwork. -Locational knowledge. -Place knowledge.</p>	<p>Martha Maps It Out -Skills and fieldwork. -Locational knowledge -Place knowledge.</p> <p>Standing Up to Racism -People & communities, including different religions and cultural communities.</p>

Specific ideas for the provision to shape the opportunities and experiences that the pupils will encounter is set out in the CUSP Early Foundations document for geography.

Geography in KS1 & KS2

KS1 & 2 School Overview

	Autumn	Spring	Summer
Year 1	Continents Oceans Countries of UK	Capital cities of UK Seas around UK Hot and cold places	Hot and cold places Mapping and fieldwork
Year 2	Human and Physical features – Local Area Study Compare a small part of the UK to a non-European location – London and Nairobi	Compare a small part of the UK to a non-European location – London and Nairobi Fieldwork and map skills	Fieldwork and map skills Compare a different non-European location to our locality - Amazon Rainforest
Year 3	Fieldwork – human and physical features	UK Study	Revisit human and physical features <i>(only if your class need to)</i> OS Maps and Scale
Year 4	Rivers Latitude and longitude	Latitude and longitude Water cycle	Rivers revisited <i>(only if your class need to)</i> Map skills – environmental regions
Year 5	World countries – biomes and environmental regions	4 and 6 figure grid references	OS Maps and fieldwork
Year 6	Physical processes – earthquakes, mountains and volcanoes	Settlements UK, Europe and North America comparison study	UK, Europe and North America comparison study OS Maps and fieldwork (orienteering)

How pupils learn

- Class timetables have been built to ensure a broad and balanced curriculum.
- Subjects have been blocked in a spaced retrieval model to support catch up and maximize learning time
- Art has been timetabled in an extended session to enable children to have time to develop depth.

An essential component to CUSP lessons is the systematic and coherent approach that we embed focusing on the six phases of a lesson.



Connect



Explain



Example



Attempt



Apply



Challenge

Overview of Knowledge

The overview provides a list of the expected outcomes for the block provides details of the artistic knowledge and skills pupils will be expected to have acquired by the end of the block. It includes detailed explanations of the core knowledge covered in each block

Knowledge Organisers

Dual coded knowledge organisers contain core information for children to easily access and use as a point of reference and as a means of retrieval practise.

Mapping of Knowledge

The sequence of learning makes clear essential and desirable knowledge, key questions and task suggestions for each lesson and suggested cumulative quizzing questions.

Knowledge Notes

Knowledge notes are an elaboration in the core knowledge found in knowledge organisers. Knowledge notes focus pupils' working memory to the key question that will be asked at the end of the lesson. It reduces cognitive load and avoids the split-attention effect.

Retrieval Practise

Retrieval practise is planned into the curriculum through spaced learning and interleaving and as part of considered task design by the class teacher. Teaching and learning resources are provided for class teachers so they can focus their time on subject knowledge and task design.

Vocabulary

The units are supported by vocabulary modules which provide both resources for teaching and learning vital vocabulary and provide teachers with Tier 2 and 3 vocabulary with the etymology and morphology needed for explicit instruction details relevant idioms and colloquialisms to make this learning explicit.

We aim to provide a high challenge with low threat culture and put no ceiling on any child's learning, instead providing the right scaffolding for each child for them to achieve.

A guiding principle of CUSP Geography is that each study draws upon prior learning. For example, in the EYFS, pupils may learn about People, Culture and Communities or The Natural World through daily activities and exploring their locality and immediate environment. This is revisited and positioned so that new and potentially abstract content in Year 1 can be put into a known location and make it easier to cognitively process. Pupils in EYFS explore globes and world locations through their curiosity corners, making links to where animals live. This substantive knowledge is used to remember and position the locations of continents and oceans, with more sophisticated knowledge. High volume and deliberate practice are essential for pupils to remember and retrieve substantive knowledge and use their disciplinary knowledge to explain and articulate what they know. This means pupils make conscious connections and think hard, using what they know. CUSP Geography is built around the principles of cumulative knowledge focusing on spaces, places,

scale, human and physical processes with an emphasis on how content is connected and relational knowledge acquired. An example of this is the identification of continents, such as Europe, and its relationship to the location of the UK.

CUSP Geography equips pupils to become 'more expert' with each study and grow an ever broadening and coherent mental model of the subject. This guards against superficial, disconnected and fragmented geographical knowledge. Specific and associated geographical vocabulary is planned sequentially and cumulatively from Year 1 to Year 6. High frequency, multiple meaning words (tier 2) are taught and help make sense of subject specific words (tier 3). Each learning module in geography has a vocabulary module with teacher guidance, tasks and resources. CUSP Geography is planned so that the retention of knowledge is much more than just 'in the moment knowledge'. The cumulative nature of the curriculum is made memorable by the implementation of Bjork's desirable difficulties, including retrieval and spaced retrieval practice, word building and deliberate practice tasks. This powerful interrelationship between structure and research-led practice is designed to increase substantive knowledge and accelerate learning within and between study modules. That means the foundational knowledge of the curriculum is positioned to ease the load on the working memory: new content is connected to prior learning. The effect of this cumulative model supports opportunities for children to associate and connect with places, spaces, scale, people, culture and processes.

CUSP fulfils and goes well beyond the expectations of the National Curriculum as we believe there is no ceiling to what pupils can learn if the architecture and practice is founded in evidence-led principles.

At Wardley CE Primary School, the predominant mode of teaching is whole class geography teaching with appropriate adaptive support being given in line with the CUSP curriculum and the school's teaching & learning policy. There is no specialist teaching in geography and it is taught by the class teacher.

Links to the Wider Curriculum

At Wardley CE Primary School geography is taught through a blocked curriculum approach and we teach geography discreetly. We try to link geography to other subjects to help build on prior knowledge whilst ensuring no tenuous link is made.

At Wardley CE Primary School geography contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English in lessons are geographical in nature. Children develop verbal skills through discussing geographical questions or presenting their findings to the rest of the class.

At Wardley CE Primary School geography teaching contributes to the teaching of mathematics in a variety of ways. Children learn to interpret information presented in

graphical or diagrammatic form. Children use grid references, scales and measurements in map work.

At Wardley CE Primary School we use computing in geography teaching where appropriate. Children use computing in geography to enhance their skills in data handling and in presenting written work, and they research information using the Internet.

At Wardley CE Primary School geography contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to deforestation in the Amazon rainforest. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognize and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

At Wardley CE Primary School when teaching geography, we contribute to the children's spiritual development where possible. Children learn about how societies have changed over time on how prejudice and persecution can be an unfortunate part of this process. The geography programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multicultural British society of today.

CUSP Geography Subject Leaders Handbook

This document sets out in detail the CUSP Geography curriculum and the evidence-led practice and theory on which it is founded.

Impact

The impact of our Geography curriculum will be seen in the strong progress our pupils make as they move through school. The pupils will show this through knowing more, remembering more and being able to do more. It is about the pupils developing their ability to think artistically. It is about them connecting existing and new knowledge, developing competence and making links.

The children will therefore be expected to leave Wardley CE Primary School reaching at least age related expectations for Geography. Our Geography curriculum will also lead pupils to be enthusiastic learners, evidenced in a range of ways, including pupil voice and their work.

Assessment & Feedback

At Wardley CE Primary School assessment is in line with the school's assessment policy. Teachers are expected to assess at the end of each topic against the subject's disciplinary and substantive knowledge, which enables teachers to track each child's progress. These are based on the subject's National Curriculum programme of study.

Assessment is both formative and at the point of learning as well as summative to feed forward to the next point of contact pupils will have.

- On-going formative assessment- this includes the use of day to day assessment for learning classroom practice and feedback. It looks at the pupil's development of key knowledge and skills. It can include short tests and quizzes. The aim is to reactivate thinking, make links and connect ideas to better embed them in the long term memory.

- Long term summative assessment - this looks at the subject's substantive and disciplinary knowledge. The summative assessment information is collected on a termly basis as outlined in the school's assessment policy. It is based on a secure fit assessment of each pupil's performance by the class teacher. This data also provides an overview of whole school progress for the subject leader.

Recording of assessment is multi-faceted. We support whole class feedback and marking principles. Any notes made must be useful and insightful, not lengthy or cumbersome.

Feedback

Effective feedback can be complex. William, Hattie, Didau, the EEF and many others have grappled with the purpose, structure and ultimate aim that teacher feedback impacts on pupil learning.

All the evidence points towards feedback being most impactful as near to the point of learning as possible. That is why the 6 phases of a lesson allows teachers the space to listen, watch and interact to intelligently give feedback at the point of learning.

In summary, feedback should pay attention to these three questions:

1. Does feedback provide CLARIFICATION?

Are pupils on the right track? If they are not, do they know how to improve?

2. Does feedback provide SOPHISTICATION?

Do pupils get the opportunity to elaborate and respond to challenges, regardless of starting points?

3. Does feedback MOTIVATE?

Do pupils recognise and act upon the feedback through verbal comments and marks that teachers and support staff make? Do they see themselves as part of the learning process, rather than just being done to?

Making notes of these iterations is never at the expense of quality teaching. Teachers and support staff can summarise notes about the lesson, who stood out, who needed support can be brief and simple.

Feedback, quizzes, thinking hard tasks and structured assessment tasks all contribute towards the bigger picture of how well pupils retain and remember the content.

The school's feedback and assessment forms are used as a tool to quickly summarise and capture the learning, lesson to lesson. They are not designed to be fully comprehensive, but as a formative tool to capture and record, so that information can be fed forward to provide insights into the next lesson or summarised at the end of a study.

Role of the subject leader.

The geography subject leader at Wardley CE Primary School is Mark Foster.

The role as a subject leader is to act as a guardian of the standards in the subject.

This means that they know:

- How well pupils achieve.
- What the strengths of provision are
- What needs to be done to improve outcomes.

To achieve this subject leaders undertake the following monitoring activities on a termly basis:

•Pupil book study

1. What impact is our CURRICULUM having?
 - *What effect is the curriculum architecture having?*
2. Does teaching support LONG-TERM LEARNING?
 - *Is the evidence-led practice really being deployed at a classroom level, or is it superficial?*

3. Do tasks enable pupils to THINK HARD and CREATE LONG-TERM MEMORY?

- Lesson observations.
- Discussions with both adults and children.
- Monitoring the support for geography within school environment

In addition subject leaders will:

- Support staff in their development of planning and to monitor planning.
- Facilitate the sharing of good practice among staff.
- Work together with colleagues to raise standards.
- Ensure that the policy documents and curriculum resources remain useful and current.

Geography and links to home.

Ideas about how parents and carers can help their child with geography at home are sent out on the class curriculum leaflets each half-term. Geography is often the focus of the half-term homework project. This allows the children to use their imagination to present their projects in a variety of ways such as in written, oral or pictorial form as well as using ICT.

Inclusion

At Wardley CE Primary School all children have access to geography lessons and activities regardless of their characteristics or ability. Teaching approaches provide equality of opportunity by making sure the work is suitable for all, regardless of gender, considering religious and cultural beliefs and enabling those with disabilities to have full participation

Through adaptive teaching and our CUSP curriculum model we provide all children with the tools and support to be involved and access every geography lesson. This is the high quality teaching model that is set out in our teaching and learning policy.

"Central to this debate (what inclusive education looks like) should be the rights of the child as a learner. How do we design learning environments and learning activities that will ensure that each child is an active participant in the learning process and not a bystander, a peripheral participant, watching the activity of others? How can we support families, teachers and professionals to include those learners in all aspects of the curriculum to achieve this goal?" Barry Carpenter, Enabling Access

We believe that the CUSP curriculum architecture, that is built around retrieval practice and spaced retrieval practice, combined with evidence led teaching and generative learning tasks that are appropriately scaffolded are essential components in answering Barry's question.

Support staff play a vital role in universal quality first teaching. The principles of instruction, vocabulary teaching and generative learning tasks are universal in a school. All staff use and deploy these research-facing strategies.

To further promote an inclusive environment in geography we will use the following provision model:

Wave 1 Support

Inclusive Quality First Teaching

Differentiated planning and work
Additional concrete resources to support learning in class e.g. number lines, word mat, visualiser
Inclusive ethos and learning environment – SEN Policy, Accessibility Policy, SEN Information Report.
Behaviour management
Effective deployment of staff and support staff
Consideration of teaching programs and planning for varied learning styles
Accurate assessments
Pupil progress meetings
Working closely with parents
Being mindful of cultural and social differences / influences in the community

Wave 2 Support

Additional Interventions to enable children to work at age-related expectations or above

Provision mapping
Interventions – both evidence based and informal e.g. Phonics, Mr Goodguess, SALT, Lego therapy
Use of marking and assessment to identify children who need a re-cap focus
Pre-teaching / Post teaching follow up
Small group phonics
Well-being groups
Social communication resources in class e.g. timetables, social stories
visual cards
SALT strategies used in class e.g. visuals to support, use of gestures/sign language

Wave 3 Support

Targeted provision for those who require a high level of personalised and specialised support

IEPs
SALT intervention or 1:1 specialist SALT
1:1 emotional therapy – iThrive
1:1 input LSS and PIT
Enhanced SALT support (School Buy-in)
Precision teaching
Behaviour plans
Personalised reward programs
Personalised strategies used in class – e.g. dyslexia overlays, specific formats for writing on

