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| **Communication and Interaction**  *Including ASD & SCLN* | **Cognition and Learning**  *Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD****)*** | **Sensory and/or Physical**  *Visual Impairment; Hearing Impairment;I Multi-Sensory Impairment; Physical Disability,* | **Social, Mental and**  **Emotional Health**  *Including ADHD* |
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| **Universal Provision**  *provision for all*   * Flexible teaching arrangements * Structured school and classroom routines * Warning of change * Differentiated curriculum delivery e.g. simplified language * Increased visual aids/modelling etc. * Visual timetables * Use of symbols * ICT programmes to support language * Small world play and Role Play * Repetition/clarification of instructions * Opportunities to work with younger/older pupils * Assemblies with appropriate signs and visual aids used * Role play situations/Drama * ‘Show and tell’ / speaking opportunities | **Universal Provision**  *provision for all*   * Differentiated tasks * Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording * Repetition/clarification of instructions * Differentiated output or outcome e.g. use of ICT, fewer sentences * Increased visual aids/modelling etc. * Visual timetables * Alphabet, word and number charts, mats, banks etc. * Use of puzzles and games * Illustrated dictionaries * Use of writing frames * Ensuring appropriate reading material available including * Weekly spelling lists (phonics led) * Touch-type sessions * Structured Synthetic phonics approach eg. Little Wandle * Multi-sensory phonics approach * Pastel backgrounds on Interactive Whiteboards * Individual white board | **Universal Provision**  *provision for all*   * Flexible seating arrangements * Handwriting/fine motor control programme * Specialist resources – pencil grips, triangular pencils, variety of types of scissors * Multi-sensory equipment * Construction * Tools and Materials e.g. brushes/pencils, collage * Range of equipment & opportunities for balancing, exploring etc. * Brain gym exercises * Sand and water play * Provision of left handed equipment * Written signs for class labels in classes * Wake and Shake * Daily run * Seating arrangements (r-handed, l-handed etc) | **Universal Provision**  *provision for all*   * Whole school behaviour policy * Positive behaviour strategies * Structured school and classroom routines * Positive reward systems * Consistent and progressive sanction system for when rules broken * School Council * Teaching listening through circle time games * Use of puzzles and games * Involvement in after school clubs * Individual job and responsibility * Support of lunchtime supervisors at lunchtime * PSHE curriculum weekly focus on social, emotional aspects of learning * Mental Well Being curriculum * Playground friends and buddies available * Visual timetables * Use of symbols * Use of first hand experiences to stimulate learning |
| **Communication and Interaction**  *Including ASD & SCLN* | **Cognition and Learning**  *Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD****)*** | **Sensory and/or Physical**  *Visual Impairment; Hearing Impairment;, Multi-Sensory Impairment; Physical Disability* | **Social, Mental and Emotional Health**  *Including ADHD* |
| **Targeted Provision**  *Provision for needs that are additional and different*   * Speech and Language support groups * Input from Speech and Language Therapy Team (SALT) * Individual Education Plan (IEP) * rest breaks * social stories * visual supports | **Targeted Provision**  *Provision for needs that are additional and different*   * Individual Education Plan (IEP) * In-class TA support for English * In-class TA support for Maths * Differentiated resources * Multi-sensory letter work & spelling programmes * Task Planner * Group use of ICT programmes * Small group of support for English outside class * Small group of support for maths outside class * Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats * Little Wandle Phonics intervention * TRUGS * Toe by Toe * Spelling diary * Precision Teaching * Pastel paper * tinted/coloured overlays | **Targeted Provision**  *Provision for needs that are additional and different*   * Individual Education Plan (IEP) * Fine Motor skills programme - High Five * Gross Motor skills programme - Fun Fit * Differentiated PE resources – spider balls, balloon balls etc. * Sports events – additional preparation * Handwriting scheme * rest breaks | **Targeted Provision**  *Provision for needs that are additional and different*   * Individual Education Plan (IEP) * Relational Support Plan * Co-Regulation Plan * Alternative lunch-time provision * Social skills group * Use of buddy system * Boxall Profile assessment and targets * Small group or 1:1 sessions with trained SEMH teaching assistant |
| **Communication and Interaction**  *Including ASD & SCLN* | **Cognition and Learning**  *Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD****)*** | **Sensory and/or Physical**  *Visual Impairment; Hearing Impairment;, Multi-Sensory Impairment; Physical Disability* | **Social, Mental and Emotional Health**  *Including ADHD* |
| **Specialist Provision**  *Provision for specialist needs*   * IEP or EHCP * Personalised timetable * Individual Speech therapy. * Intervention delivered by Speech therapist or specialist TA * Individual visual timetables / schedule * Visual Supports eg Now/Next boards; Choice Boards; * Individual ICT programmes * Work station for part of day * Social stories * Outside agency advice * Individual risk assessments * Augmented Communication aids * Sensory Diet, Fun Fit * Sensory aids * Calm place * Increased Adult Support * Additional planning and arrangements for transition * Home/School book * Ear Defenders * Chewy toys * Stress toys * Other sensory aids (e.g. weighted blanket) * Input from Communication and Interaction Team | **Specialist Provision**  *Provision for specialist needs*   * IEP or EHCP * Pre-teaching of class learning * Reinforcement practice of class learning * Use of individual ICT programmes targeting learning e.g. Nessy * One to one support for English * One to one support for maths * Personalised curriculum * Precision teaching * List of current and future topic words * TA support daily * Individual arrangements for SATs * Additional planning and arrangements for transition * Outside agency advice - Educational Psychologist, QE Dyslexia Outreach Team * Outside agency advice - Educational Psychologist * Efficient word processing * Dyslexia packs * Tinted overlays/rulers | **Specialist Provision**  *Provision for specialist needs*   * IEP or EHCP * Provision of specialist equipment – ICT, sloping board, grips, special cushion etc * Individual handwriting/fine motor skills work * TA support/monitoring at lunchtimes * Individual planning and arrangements for transition * Outside agency advice - Occupational Therapy, Communication and Interaction Team, School Nursing Team, support and advice from hearing impairment team * Individual risk assessment * Individual intimate care plan * Access to enlarged resources * Awareness of fatigue * Scribe provided * Handwriting * Physio exercises * Classroom access * Chewy toys * Ear defenders * Stress toys * Other sensory aids (e.g. weighted blanket) * TA support in PE/dance/games | **Specialist Provision**  *Provision for specialist needs*   * IEP or EHCP * Relational Support Plan * Co-Regulation Plan * Individual reward/sanction * TA support – communication of feelings * TA support individual debriefing/pre-empting * Relational Support Plan * Co-regulation Plan * Playtime monitoring * Input from Social, Emotional and Mental Health team * Individual seating or work station for aiding concentration for part of day * Home school liaison book * weekly feedback to parents * Time out system and space * Additional transition arrangements * Individual risk assessments * Internal exclusion * Planned use of physical positive handling * CAMHS involvement and referral * Emotion Coaching * Lego Therapy * 1:1 sessions with SEMH teaching assistant * Morning check-ins with SEMH teaching assistant * Scheduled time to access the Nurture Room provision. |