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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
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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;, 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
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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;, 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.
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