

Communication and Interaction <i>Including ASD & SCLN</i>	Cognition and Learning <i>Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)</i>	Sensory and/or Physical <i>Visual Impairment; Hearing Impairment; I Multi-Sensory Impairment; Physical Disability,</i>	Social, Mental and Emotional Health <i>Including ADHD</i>
<p style="text-align: center;">Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> o Flexible teaching arrangements o Structured school and classroom routines o Warning of change o Differentiated curriculum delivery e.g. simplified language o Increased visual aids/modelling etc. o Visual timetables o Use of symbols / signs o ICT programmes to support language o Small world play, drama, role play o Repetition/clarification of instructions o Opportunities to work with younger/older pupils o Assemblies with appropriate signs and visual aids used o 'Show and tell' / speaking opportunities o Support for EAL children o Calm learning environment o Transition support 	<p style="text-align: center;">Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> o Differentiated tasks o Differentiated learning objectives o 'Hot marking' - staff mark during the lesson to provide immediate feedback o Differentiated delivery e.g. simplified language, slower lesson pace, o Repetition/clarification of instructions o Differentiated output or outcome e.g. use of talk buttons, fewer sentences o Increased visual aids/modelling etc. o Visual timetables o Alphabet, word and number charts, mats, banks etc. o Use of writing frames / stem sentences o 10 frames / rekenrek o Ensuring appropriate reading material available including :Spelling lists (phonics led) o Multi-sensory phonics approach e.g. Read Write Inc. (RWInc) o Individual white board o Spelling Shed o One minute maths o Transition support 	<p style="text-align: center;">Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> o Flexible seating arrangements o Handwriting/fine motor control programme o Specialist resources - pencil grips, triangular pencils, variety of types of scissors o Multi-sensory equipment o Construction o Tools and Materials e.g. brushes/pencils, collage o Range of equipment & opportunities for balancing, exploring etc. o Sand and water play o Provision of left handed equipment o Written signs for class labels in classes o Go Noodle o Gross and fine motor skills o Seating arrangements (r-handed, l-handed etc) o Transition support 	<p style="text-align: center;">Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> o Whole school behaviour policy o School values o Structured school and classroom routines o Positive reward systems o School Council o Teaching listening through circle time o Use of puzzles and games o Involvement in after school clubs o Individual jobs and responsibilities as children progress through school o Support of lunchtime supervisors at lunchtime o HeartSmart curriculum weekly focus on social, emotional aspects of learning o ELSA support o Playground friends and buddies available o VAK - variety of teaching styles used to suit pupils o Visual timetables o Use of symbols o Use of first hand experiences to stimulate learning o Trusted Adult Scheme o Transition support

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<p style="text-align: center;">Targeted Provision</p> <p style="text-align: center;"><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> o Speech and Language support groups o Individual Provision Map learning plans o Social stories o Small group transition 	<p style="text-align: center;">Targeted Provision</p> <p style="text-align: center;"><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> o Individual Provision Map Learning Plans o In-class TA support for English o In-class TA support for Maths o Differentiated resources o Now / Next task Boards o Group use of ICT programmes o Small group support for English outside class e.g. RWInc tuition, English boosters o Small group support for Maths outside class o Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats o Pastel paper o Nuffield Early Language Intervention o Talk Boost o Small group transition 	<p style="text-align: center;">Targeted Provision</p> <p style="text-align: center;"><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> o Individual Provision Map Learning Plan o Fine Motor Control skills programme o Gross Motor Control skills programme o Differentiated PE resources - spider balls, balloon balls etc. o Sports events - additional preparation o Handwriting scheme o Short sensory breaks in our Sensory Room o Small group transition 	<p style="text-align: center;">Targeted Provision</p> <p style="text-align: center;"><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> o Individual Provision Map Learning Plans o Alternative lunch-time provision o Circle of Friends o Use of buddy system o Lego Therapy o Friends groups o Small group transition o Mindfulness activities

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<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> o Individual Provision Map Learning Plan or EHCP o Personalised Engagement Curriculum and Assessment o Personalised timetable o Individual Speech therapy Care Plans. o Intervention delivered by Speech therapist or specialist TA o Individual visual timetables / schedule o Visual Supports eg Now/Next boards; Choice Boards; o Individual ICT programmes o Work station for part of day o Personalised Social stories o Outside agency advice o Individual risk assessments o Augmented Communication aids o Sensory Diet o Sensory aids eg fidget toys; weighted clothing; chewies o Access to Sensory Room o Calm space in their classroom o Increased Adult support o Additional planning and arrangements for transition o Home/school liaison book o Ear Defenders o Individual transition plan 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> o Individual Provision Map Learning plan or EHCP o Personalised Engagement Curriculum and Assessment o Pre-teaching of class learning including new vocabulary and explanations o Reinforcement practice of class learning o Use of individual ICT programmes provide targeted learning o One to one support for English outside the class room o One to one support for Maths outside the classroom o List of current and future topic words o TA support daily o Individual arrangements for SATs o Additional planning, visits and arrangements for transition o Outside agency advice o Efficient word processing o Tinted overlays/rulers o Task board (Now/Next) o Sensory aids eg fidget toys; weighted blankets and accessories; chewies o Individual transition plan 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> o Individual Provision Map or EHCP o Personalised Engagement Curriculum and Assessment o Provision of specialist equipment - ICT, posture pack, pencil grips, sticky mats, special sensory cushion/stool etc o Individual handwriting/fine motor control skills work o TA support/monitoring at lunchtimes o Individual planning and additional arrangements for transition o Outside agency advice o Individual risk assessment o Individual intimate care plan o Individual manual handling plan o Individual Accessibility Plan o Access to enlarged resources o Awareness of fatigue o Scribe provided o Handwriting o Teodorescu - fine motor control program o Physio exercises o Classroom access o Chewy toys (chewelry) o Ear defenders o Stress toys o Other sensory aids (e.g. weighted blanket and accessories, fleecy blankets) o TA support in PE/dance/games 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> o Individual Provision Map Learning Plan or EHCP o Personalised Engagement Curriculum and Assessment o Individual rewards/sanctions o TA support - communication of feelings o TA support individual debriefing/pre-empting o Individual Behaviour Plan o Playtime monitoring o Anger Management Techniques o Counselling from outside agencies - referral made o Input from behaviour support team o Individual seating or work station for aiding concentration for part of the day o Home/ school liaison book o Weekly feedback to parents face-to-face o Time out system and space o Additional transition arrangements o Individual risk assessments o Planned used of physical positive handling (Team Teach) o CAMHS involvement and referral o Individual transition plan o Relax kids

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