



| <b>Communication and Interaction</b><br><i>Including ASD &amp; SCLN</i>  | <b>Cognition and Learning</b><br><i>Including Dyslexia, Dyscalculia (SpLD);<br/>MLD, SLD, PLMD)</i>  | <b>Sensory and/or Physical</b><br><i>Visual Impairment; Hearing Impairment; I<br/>Multi-Sensory Impairment; Physical<br/>Disability,</i>  | <b>Social, Mental and Emotional Health</b><br><i>Including ADHD</i>   |
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| <p><b>Universal Provision</b><br/><i>provision for all</i></p> <ul style="list-style-type: none"> <li>o Flexible teaching arrangements</li> <li>o Structured school and classroom routines</li> <li>o Warning of change</li> <li>o Differentiated curriculum delivery e.g. simplified language</li> <li>o Increased visual aids/modelling etc.</li> <li>o Visual timetables</li> <li>o Use of symbols; PECs</li> <li>o ICT programmes to support language</li> <li>o Small world play and Role Play</li> <li>o Repetition/clarification of instructions</li> <li>o Opportunities to work with younger/olderpupils</li> <li>o Assemblies with appropriate signs and visual aids used</li> <li>o Role play situations/Drama</li> <li>o 'Show and tell' / speaking opportunities</li> </ul> | <p><b>Universal Provision</b><br/><i>provision for all</i></p> <ul style="list-style-type: none"> <li>o Differentiated tasks</li> <li>o Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording</li> <li>o Repetition/clarification of instructions</li> <li>o Differentiated output or outcome e.g. use of ICT, fewer sentences</li> <li>o Increased visual aids/modelling etc.</li> <li>o Visual timetables</li> <li>o Alphabet, word and number charts, mats, banks etc.</li> <li>o Use of puzzles and games</li> <li>o Illustrated dictionaries</li> <li>o Use of writing frames</li> <li>o Ensuring appropriate reading material available</li> <li>o Weekly spelling lists (phonics led)</li> <li>o Touch-type sessions</li> <li>o Structured Synthetic phonics approach - Bug Club</li> <li>o Multi-sensory phonics approach - Bug Club</li> <li>o Pastel backgrounds on Interactive Whiteboards</li> <li>o Individual white boards</li> </ul> | <p><b>Universal Provision</b><br/><i>provision for all</i></p> <ul style="list-style-type: none"> <li>o Flexible seating arrangements</li> <li>o Handwriting/fine motor control programme</li> <li>o Specialist resources - pencil grips, triangular pencils, variety of types of scissors</li> <li>o Multi-sensory equipment</li> <li>o Construction</li> <li>o Tools and Materials e.g. brushes/pencils, collage</li> <li>o Range of equipment &amp; opportunities for balancing, exploring etc.</li> <li>o Brain gym exercises</li> <li>o Sand and water play</li> <li>o Provision of left handed equipment</li> <li>o Written signs for class labels in classes</li> <li>o Seating arrangements (r-handed, l-handed etc)</li> <li>o Sporting activities - enrichment and extension</li> </ul> | <p><b>Universal Provision</b><br/><i>provision for all</i></p> <ul style="list-style-type: none"> <li>o Whole school behaviour policy</li> <li>o Golden Rules</li> <li>o Positive behaviour strategies</li> <li>o Structured school and classroom routines</li> <li>o Positive reward systems</li> <li>o Consistent and progressive sanction system for when rules broken</li> <li>o School Council</li> <li>o Teaching listening through circle time games</li> <li>o Use of puzzles and games</li> <li>o Involvement in after school clubs</li> <li>o Individual job and responsibility</li> <li>o Support of lunchtime supervisors at lunchtime</li> <li>o PSHE/RSE curriculum</li> <li>o Playground buddies available</li> <li>o VAK - variety of teaching styles used to suit pupils</li> <li>o Visual timetables</li> <li>o Use of symbols</li> <li>o Use of first hand experiences to stimulate learning</li> <li>o 'Worry Boxes'</li> </ul> |

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| <p><b>Targeted Provision</b><br/> <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> <li>o Speech and Language support groups</li> <li>o Individual Support Plan</li> </ul> | <p><b>Targeted Provision</b><br/> <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> <li>o Individual Support Plan</li> <li>o In-class TA support for literacy</li> <li>o In-class TA support for Numeracy</li> <li>o Visual/auditory perception group activities</li> <li>o Differentiated resources</li> <li>o Multi-sensory letter work &amp; spelling programmes</li> <li>o Task Board</li> <li>o Group use of ICT programmes</li> <li>o Small group of support for literacy outside class - Rising Stars - Shine</li> <li>o Small group of support for maths outside class e.g. Counting to Calculating</li> <li>o Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats</li> <li>o Reading Eggs (access enabled at home also)</li> <li>o Phonological Awareness programme</li> <li>o Working Memory Group</li> <li>o Precision Teaching</li> <li>o IT support - i.e. dictation on laptop</li> <li>o Pastel paper</li> </ul> | <p><b>Targeted Provision</b><br/> <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> <li>o Individual Support Plan</li> <li>o Fine Motor skills programme</li> <li>o Gross Motor skills programme</li> <li>o Differentiated PE resources - spider balls, balloon balls etc.</li> <li>o Sports events - additional preparation</li> <li>o Handwriting scheme</li> </ul> | <p><b>Targeted Provision</b><br/> <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> <li>o Individual Support Plan</li> <li>o Alternative lunch-time provision</li> <li>o ELSA time</li> <li>o Circle of Friends</li> <li>o Lego Therapy/group work</li> <li>o Use of buddy system</li> </ul> |

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| <p><b>Specialist Provision</b><br/><i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> <li>o Individual Support Plan or EHCP</li> <li>o Personalised timetable</li> <li>o Individual Speech therapy Care Plans.</li> <li>o Intervention delivered by Speech therapist or specialist TA</li> <li>o Individual visual timetables / schedule</li> <li>o Visual Supports eg Now/Next boards; Choice Boards;</li> <li>o Individual ICT programmes</li> <li>o Work station for part of day</li> <li>o Social stories</li> <li>o Outside agency advice</li> <li>o Individual risk assessments</li> <li>o Augmented Communication aids</li> <li>o Sensory aids</li> <li>o Access to ELSA Room/Calm Place</li> <li>o Increased Adult Support</li> <li>o Additional planning and arrangements for transition</li> <li>o Home/School book</li> <li>o Ear Defenders</li> <li>o Ear defenders</li> <li>o Stress toys</li> <li>o Other sensory aids (e.g. weighted blanket)</li> </ul> | <p><b>Specialist Provision</b><br/><i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> <li>o Individual Support Plan or EHCP</li> <li>o Pre-teaching of class learning</li> <li>o Reinforcement practice of class learning</li> <li>o Use of individual ICT programmes targeting learning e.g. word/number shark, star spell; Nessy etc)</li> <li>o One to one support for literacy outside class - Shine intervention programme</li> <li>o One to one support for maths outside class - Shine intervention programme</li> <li>o List of current and future topic words</li> <li>o TA support daily</li> <li>o Individual arrangements for SATs</li> <li>o Additional planning and arrangements for transition</li> <li>o Outside agency advice</li> <li>o Efficient word processing</li> <li>o Tinted overlays/rulers</li> </ul> | <p><b>Specialist Provision</b><br/><i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> <li>o Individual Support Plan or EHCP</li> <li>o Provision of specialist equipment - ICT, sloping board, grips, sticky mats, special cushion etc</li> <li>o Individual handwriting/fine motor skills work</li> <li>o TA support/monitoring at lunchtimes</li> <li>o Individual planning and arrangements for transition</li> <li>o Outside agency advice</li> <li>o Individual risk assessment</li> <li>o Individual intimate care plan</li> <li>o Access to enlarged resources</li> <li>o Awareness of fatigue</li> <li>o Scribe provided</li> <li>o Handwriting</li> <li>o Physio exercises</li> <li>o Classroom access</li> <li>o Ear defenders</li> <li>o Stress toys</li> <li>o Other sensory aids (e.g. weighted blanket)</li> <li>o TA support in PE/dance/games</li> </ul> | <p><b>Specialist Provision</b><br/><i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> <li>o Individual Support Plan or EHCP</li> <li>o Individual reward/sanction</li> <li>o TA support - communication of feelings</li> <li>o TA support individual debriefing/pre-empting</li> <li>o Individual Behaviour Plan</li> <li>o Playtime monitoring</li> <li>o Anger Management - ELSA</li> <li>o Counselling from outside agency - referral made</li> <li>o Input from behaviour support team</li> <li>o Individual seating or work station for aiding concentration for part of day</li> <li>o Home school liaison book</li> <li>o weekly feedback to parents face-to-face</li> <li>o Time out system and space</li> <li>o Additional transition arrangements</li> <li>o Individual risk assessments</li> <li>o Internal exclusion</li> <li>o Planned used of physical positive handling (Team Teach)</li> <li>o CAMHS involvement and referral</li> <li>o Penhaligon's Friends (bereavement support)</li> <li>o Draw and Talk</li> <li>o Learning Mentor 1:1 Sessions</li> <li>o Care farm</li> </ul> |