

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"> ○ 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; PECs ○ 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 	<p style="text-align: center;">Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> ○ 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. ○ Weekly spelling lists (phonics led) ○ Touch-type sessions ○ Structured Synthetic phonics approach e.g. Letters and sounds ○ Multi-sensory phonics approach e.g. Read Write Inc. (RWInc) ○ Pastel backgrounds on Interactive Whiteboards ○ Individual white boards 	<p style="text-align: center;">Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> ○ 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 ○ Huff and Puff ○ Daily Mile ○ Seating arrangements (r-handed, l-handed etc) 	<p style="text-align: center;">Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> ○ Whole school behaviour policy ○ Behaviour triangle ○ Values for Life ○ 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 ○ Super 6’s ○ Support of lunchtime supervisors at lunchtime ○ PSHE curriculum ‘Lifewise’ weekly focus on social, emotional aspects of learning ○ Mental Well Being PHSE curriculum ○ Playground friends and buddies available ○ VAK – variety of teaching styles used to suit pupils ○ Visual timetables ○ Use of symbols ○ Use of first hand experiences to stimulate learning ○

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<p>Targeted Provision <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Speech and Language support groups ○ Individual Provision Map 	<p>Targeted Provision <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map ○ In-class TA support for literacy ○ In-class TA support for Numeracy ○ Differentiated resources ○ Multi-sensory letter work & spelling programmes - use of playdough ○ Task Board ○ Group use of ICT programmes such as Phonics Play ○ Small group of support for literacy outside class ○ Small group of support for maths outside class e.g. ○ Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats ○ Precision Teaching ○ Pastel paper 	<p>Targeted Provision <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map ○ Fine Motor skills programme ○ Gross Motor skills programme ○ Sports events – additional preparation when needed. ○ Nelson handwriting scheme 	<p>Targeted Provision <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map ○ Alternative lunch-time provision ○ Use of buddy system ○ Trauma Informed Schools

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<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map 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; ○ Work station for part of day ○ Social stories ○ Outside agency advice ○ Individual risk assessments ○ Sensory Diet ○ Sensory aids ○ Access to Chill-Out room ○ Calm Place ○ Increased Adult Support ○ Additional planning and arrangements for transition ○ Home/School book ○ Ear Defenders ○ Chewy toys (chewelery) ○ Stress toys ○ Other sensory aids (e.g. weighted blanket) 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map or EHCP ○ Reinforcement practice of class learning ○ Use of individual ICT programmes targeting learning e.g. phonics play ○ One to one support for literacy outside class ○ List of current and future topic words ○ Individual arrangements for SATs ○ Additional planning and arrangements for transition ○ Outside agency advice ○ Efficient word processing ○ Tinted overlays/rulers 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map 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 ○ Individual risk assessment when needed ○ Individual intimate care plan ○ Individual manual handling plan when needed ○ Access to enlarged resources ○ Awareness of fatigue ○ Scribe provided ○ Handwriting ○ Physio exercises ○ Classroom access ○ Chewy toys (chewelery) ○ Ear defenders ○ Stress toys ○ Other sensory aids (e.g. weighted blanket) ○ 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"> ○ Individual Provision Map or EHCP ○ Individual reward/sanction ○ TA support – communication of feelings ○ TA support individual debriefing/pre-empting ○ Individual Behaviour Plan ○ Playtime monitoring ○ Anger Management ○ Trauma Informed School sessions ○ Counselling from outside agency – referral made ○ Individual seating or work station for aiding concentration for part of day ○ Home school liaison book ○ Weekly feedback to parents face-to-face ○ Time out system and space ○ Additional transition arrangements ○ Individual risk assessments when needed ○ Planned used of physical positive handling (Team Teach) ○ CAMHS involvement and referral ○ Penhaligon’s Friends (bereavement support)