



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; Multi-Sensory Impairment; Physical Disability,</i>	Social, Mental and Emotional Health <i>Including ADHD</i>
<p>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 ○ ICT programmes to support language ○ Small world play and Role Play ○ Repetition/clarification of instructions ○ Opportunities to work with younger/older pupils ○ Role play situations/Drama ○ 'Show and tell' / speaking opportunities 	<p>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) ○ Structured Synthetic phonics approach e.g. Letters and sounds ○ Individual white board 	<p>Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> ○ Flexible seating arrangements ○ Handwriting/fine motor skill 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 ○ Seating arrangements (r-handed, l-handed etc) 	<p>Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> ○ Whole school behaviour policy ○ Positive behaviour strategies ○ Structured school and classroom routines ○ Positive reward systems ○ Consistent and progressive sanction system for when rules broken ○ Teaching listening through games ○ Use of puzzles and games ○ Involvement in after school clubs ○ Individual job and responsibility ○ Support of lunchtime supervisors at lunchtime ○ Weekly focus on social, emotional aspects of learning ○ Mental Well Being PSHE curriculum ○ Playground friends and buddies available ○ Variety of teaching styles used to suit pupils ○ Visual timetables ○ Zones of Regulation

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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 Maps ○ Modelling of good language throughout the school. ○ 1:1 Speech and Language sessions ○ Kinaesthetic and visual storytelling strategies. 	<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 English ○ In-class TA support for Mathematics ○ Differentiated resources ○ Multi-sensory letter work & spelling programmes ○ Task Boards ○ Group use of ICT programmes ○ Small group of support for English outside class e.g. ○ Small group of support for maths outside class ○ Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats ○ Phonological Awareness activities ○ Precision Teaching ○ Aurally Coded Dictionaries ○ 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 ○ Handwriting scheme ○ ICT resources available ○ Sensory circuits 	<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 ○ THRIVE

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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 Personalised Plan ○ EHCP ○ Personalised timetable ○ Individual Speech and Language therapy ○ Intervention recommended by Speech therapist ○ Individual visual timetables / schedule ○ Visual Supports eg Now/Next boards; Choice Boards; ○ Individual ICT programmes ○ Work station for part of day ○ Outside agency advice ○ Individual risk assessments ○ Augmented Communication aids ○ Sensory aids ○ Increased Adult Support ○ Additional planning and arrangements for transition ○ Home/School book ○ Chewy toys ○ Ear defenders ○ 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 Personalised Plan ○ EHCP ○ Pre-teaching of class learning ○ Reinforcement practice of class learning ○ Use of individual ICT programmes targeting learning e.g. word/number shark, star spell, etc) ○ List of current and future topic words ○ Additional adult support daily with Personalised Plan outcomes ○ Individual arrangements for SATs ○ Additional planning and arrangements for transition ○ Outside agency advice, including from Cognition and Learning Team ○ Dyslexia-friendly resources ○ Tinted overlays/rulers ○ Transition arrangements, particularly to secondary school ○ Golden Intervention = small group learning. 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Personalised Plan ○ EHCP ○ Provision of specialist equipment - ICT, sloping board, grips, sticky mats, 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 ○ Individual intimate care plan ○ Individual manual handling plan ○ Access to enlarged resources ○ Awareness of fatigue ○ Scribe in class ○ Physio exercises ○ Classroom access ○ Chewy toys (chewelery) ○ Ear defenders ○ Stress toys ○ Other sensory aids (e.g. weighted blanket) ○ TA support in PE/dance/games ○ Alternative PE curriculum ○ Access to outside spaces 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Personalised Plan ○ EHCP ○ Individual reward/consequence scheme ○ TA support - communication of feelings ○ TA support individual debriefing/pre-empting ○ Individual Behaviour Plan ○ Playtime monitoring ○ Counselling from outside agency through referral system ○ 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 ○ Internal exclusion ○ Planned used of physical positive handling (Team Teach) ○ Single Point of Access referral ○ Draw and Talk