

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

<p><b>Targeted Provision</b> <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> <li>○ Speech and Language support groups</li> <li>○ Individual Provision Map</li> </ul>	<p><b>Targeted Provision</b> <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map</li> <li>○ In-class TA support for literacy</li> <li>○ In-class TA support for Numeracy</li> <li>○ Differentiated resources</li> <li>○ Multi-sensory letter work &amp; spelling programmes - use of playdough</li> <li>○ Task Board</li> <li>○ Group use of ICT programmes such as Phonics Play</li> <li>○ Small group of support for literacy outside class</li> <li>○ Small group of support for maths outside class</li> <li>○ RWI intervention Ks2</li> <li>○ Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats</li> <li>○ Precision Teaching</li> <li>○ Pastel paper</li> </ul>	<p><b>Targeted Provision</b> <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map</li> <li>○ Fine Motor skills programme</li> <li>○ Gross Motor skills programme</li> <li>○ Sports events – additional preparation when needed.</li> </ul>	<p><b>Targeted Provision</b> <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map</li> <li>○ Alternative lunch-time provision</li> <li>○ Mental Health support worker</li> </ul>
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<p><b>Specialist Provision</b> <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map or EHCP</li> <li>○ Personalised timetable</li> <li>○ Individual Speech therapy</li> <li>○ Intervention delivered by Speech therapist or specialist TA</li> </ul>	<p><b>Specialist Provision</b> <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map or EHCP</li> <li>○ Reinforcement practice of class learning</li> <li>○ Use of individual ICT programmes targeting learning e.g. phonics play</li> </ul>	<p><b>Specialist Provision</b> <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map or EHCP</li> <li>○ Provision of specialist equipment – ICT, sloping board, grips, special cushion etc.</li> <li>○ Individual handwriting/fine motor skills work</li> </ul>	<p><b>Specialist Provision</b> <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map or EHCP</li> <li>○ Individual reward/sanction</li> <li>○ TA support – communication of feelings</li> <li>○ TA support individual debriefing/pre-empting</li> </ul>

<ul style="list-style-type: none"> <li>○ Individual visual timetables / schedule</li> <li>○ Visual Supports eg Now/Next boards; Choice Boards;</li> <li>○ Work station for part of day</li> <li>○ Social stories</li> <li>○ Outside agency advice</li> <li>○ Individual risk assessments</li> <li>○ Sensory Diet</li> <li>○ Sensory aids</li> <li>○ Access to tent</li> <li>○ Calm Place</li> <li>○ Increased Adult Support</li> <li>○ Additional planning and arrangements for transition</li> <li>○ Home/School book</li> <li>○ Ear Defenders</li> <li>○ Chewy toys (chewelery)</li> <li>○ Stress toys</li> <li>○ Other sensory aids (e.g. weighted blanket)</li> </ul>	<ul style="list-style-type: none"> <li>○ One to one support for literacy outside class</li> <li>○ List of current and future topic words</li> <li>○ Individual arrangements for SATs</li> <li>○ Additional planning and arrangements for transition</li> <li>○ Outside agency advice</li> <li>○ Efficient word processing</li> <li>○ Tinted overlays/rulers</li> </ul>	<ul style="list-style-type: none"> <li>○ TA support/monitoring at lunchtimes</li> <li>○ Individual planning and arrangements for transition</li> <li>○ Outside agency advice</li> <li>○ Individual risk assessment when needed</li> <li>○ Individual intimate care plan</li> <li>○ Individual manual handling plan when needed</li> <li>○ Access to enlarged resources</li> <li>○ Awareness of fatigue</li> <li>○ Scribe provided</li> <li>○ Handwriting</li> <li>○ Physio exercises</li> <li>○ Classroom access</li> <li>○ Chewy toys (chewelery)</li> <li>○ Ear defenders</li> <li>○ Stress toys</li> <li>○ Other sensory aids (e.g. weighted blanket)</li> <li>○ TA support in PE/dance/games</li> </ul>	<ul style="list-style-type: none"> <li>○ Individual Behaviour Plan</li> <li>○ Playtime monitoring</li> <li>○ Anger Management</li> <li>○ Counselling from outside agency – referral made</li> <li>○ Individual seating or work station for aiding concentration for part of day</li> <li>○ Home school liaison book</li> <li>○ Weekly feedback to parents face-to-face</li> <li>○ Time out system and space</li> <li>○ Additional transition arrangements</li> <li>○ Individual risk assessments when needed</li> <li>○ Planned used of physical positive handling (Team Teach)</li> <li>○ CAMHS involvement and referral</li> <li>○ Penhaligon's Friends (bereavement support)</li> <li>○ Mental Health support worker</li> </ul>
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