



<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; I 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/scaffolding etc.</li> <li>Visual timetables</li> <li>Use of symbols</li> <li>Small world play and Role Play</li> <li>Repetition/clarification of instructions</li> <li>Opportunities to work with younger/older pupils</li> <li>Assemblies with appropriate signs and visual aids used</li> <li>Role play situations/Drama</li> <li>'Show and tell' / speaking opportunities</li> <li>Calm corner/place</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 including</li> <li>Weekly spelling lists (phonics led)</li> <li>Structured Synthetic phonics approach - Read Write Inc</li> <li>Pastel backgrounds on Interactive Whiteboards</li> <li>Individual whites board</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>Range of equipment &amp; opportunities for balancing, exploring etc.</li> <li>Provision of left handed equipment</li> <li>5 minute workouts and Supermovers</li> <li>Seating arrangements (r-handed, l-handed etc)</li> <li>Reversed spelling sheets</li> <li>Handwriting scheme - letter join</li> <li>Stress toys</li> <li>Other sensory aids (e.g. weighted blanket/snake)</li> </ul>	<p><b>Universal Provision</b> <i>provision for all</i></p> <ul style="list-style-type: none"> <li>Whole school behaviour policy</li> <li>Restorative justice Practices</li> <li>Structured school and classroom routines</li> <li>Positive reward systems</li> <li>Teaching listening through circle time games / barrier games</li> <li>Use of puzzles and games</li> <li>Individual job and responsibility</li> <li>SCARF curriculum weekly focus on social, emotional aspects of learning</li> <li>Mental Well Being PSHCE curriculum</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>Trusted Adult Scheme</li> </ul>



	<ul style="list-style-type: none"> <li>Mathletics</li> <li>Purple Mash online activities</li> </ul>		
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<b>Targeted Provision</b> <i>Provision for needs that are additional and different</i> <ul style="list-style-type: none"> <li>Speech and Language support groups - Nelly and Wellcomm</li> <li>Individual Provision Map</li> <li>Social , Emotional fix intervention</li> <li>Ear Defenders</li> <li>Chewy toys</li> <li>Ear defenders</li> <li>Stress toys</li> <li>Other sensory aids (e.g. weighted blanket/weighted snake)</li> <li>Wobble cushions</li> <li>ELSA Support</li> <li>Individual visual timetables / schedule</li> <li>Visual Supports eg Now/Next boards; Choice Boards;</li> <li>Individual ICT programmes</li> <li>Work station for part of day</li> </ul>	<b>Targeted Provision</b> <i>Provision for needs that are additional and different</i> <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>Nessy reading and spelling programme</li> <li>Task Board</li> <li>Pre-teaching of class learning</li> <li>Reinforcement practice of class learning</li> <li>Small group of support for literacy outside class e.g. RWInc, Fresh Start</li> <li>Small group of support for maths outside class</li> <li>Support for reading comprehension, e.g. comprehension exercises, word mats</li> <li>Working Memory intervention kit</li> <li>Precision Teaching</li> <li>Pastel paper</li> </ul>	<b>Targeted Provision</b> <i>Provision for needs that are additional and different</i> <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</li> <li>Physio activities - small group</li> <li>Sand and water play</li> <li>Handwriting/fine motor control programme - Write from the start</li> <li>Specialist resources - pencil grips, triangular pencils, variety of types of scissors</li> <li>Tools and Materials e.g. brushes/pencils, collage</li> <li>Ear defenders</li> <li>Provision of specialist equipment - ICT, sloping board, grips, sticky mats, special cushion etc</li> </ul>	<b>Targeted Provision</b> <i>Provision for needs that are additional and different</i> <ul style="list-style-type: none"> <li>Individual Provision Map</li> <li>Alternative lunch-time provision - Lego. Games club</li> <li>Friendship Formula</li> <li>Social and emotional fix intervention</li> <li>Use of buddy system</li> <li>Involvement in breakfast club and after school clubs</li> <li>Support of lunchtime supervisors at lunchtime</li> <li>ESLA support 6-12 week group/individual sessions.</li> <li>Time out system and space</li> <li>Home school liaison book</li> <li>Individual seating or work station for aiding concentration for part of day</li> </ul>



<ul style="list-style-type: none"> <li>○ Social stories</li> <li>○ Home/School book</li> <li>○ Friendship Formula Intervention</li> <li>○ Chattermats</li> </ul>	<ul style="list-style-type: none"> <li>○ Morning Mathematics club</li> <li>○ Tinted overlays/rulers</li> <li>○ One to one support for maths outside class e.g. Power of One</li> <li>○ Toe by Toe / Totem - spelling/reading support</li> <li>○ List of current and future topic words</li> <li>○ Outside agency advice e.g Educational Psychologist</li> </ul>		
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<b>Specialist Provision</b> <i>Provision for specialist needs</i> <ul style="list-style-type: none"> <li>○ Individual Pupil Profile/Provision Map or EHCP</li> <li>○ Personalised timetable</li> <li>○ Individual Speech therapy Care Plans.</li> <li>○ Intervention delivered by Speech therapist or specialist TA</li> <li>○ Outside agency sessions - SENSS</li> <li>○ Individual risk assessments</li> <li>○ Personalised Sensory aids</li> </ul>	<b>Specialist Provision</b> <i>Provision for specialist needs</i> <ul style="list-style-type: none"> <li>○ Individual Pupil profile/Provision Map or EHCP</li> <li>○ One to one support for literacy outside class e.g. RWInc, Fresh Start</li> <li>○ Individual arrangements for SATs</li> <li>○ Additional planning and arrangements for transition</li> <li>○ Outside agency advice e.g Educational Psychologist</li> <li>○ Efficient word processing</li> </ul>	<b>Specialist Provision</b> <i>Provision for specialist needs</i> <ul style="list-style-type: none"> <li>○ Individual Provision Map or EHCP</li> <li>○ Individual handwriting/fine motor skills work</li> <li>○ TA support/monitoring at lunchtimes</li> <li>○ Individual planning and arrangements for transition</li> <li>○ Outside agency advice e.g. OT or Physio</li> <li>○ Individual risk assessment</li> <li>○ Individual intimate care plan</li> <li>○ Individual manual handling plan</li> <li>○ Access to enlarged resources</li> </ul>	<b>Specialist Provision</b> <i>Provision for specialist needs</i> <ul style="list-style-type: none"> <li>○ Individual Pupil Profile/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> <li>○ Individual Behaviour Plan</li> <li>○ Playtime monitoring</li> <li>○ weekly feedback to parents face-to-face</li> <li>○ Additional transition arrangements</li> <li>○ Individual risk assessments</li> </ul>



- Access to Nurture Room
- Increased 1:1 Adult Support
- Additional planning and arrangements for transition



- Awareness of fatigue
- Scribe provided
- OCC OT Guidance
- Physio exercises
- Classroom access
- Chewy toys (chewelery)
- 1:1 TA support in PE/dance/games

- Internal exclusion
- Planned used of physical positive handling (Team Teach)
- CAMHS involvement and referral
- OXSIT input
- Educational Behavioural team input