



<b>Communication and Interaction</b> <i>Including ASC &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 style="text-align: center;"><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; visual communication supports</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</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>○ Ear Defenders</li> </ul>	<p style="text-align: center;"><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>○ Touch-type sessions</li> <li>○ Structured Synthetic phonics approach e.g., Letters and sounds</li> <li>○ Multi-sensory phonics approach e.g., Read Write Inc. (RWInc)</li> <li>○ Pastel backgrounds on Interactive Whiteboards, highlighted lines</li> <li>○ Individual whites board</li> <li>○ Buddy readers</li> </ul>	<p style="text-align: center;"><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 classes</li> <li>○ Seating arrangements (r-handed, l-handed etc)</li> <li>○ School approved stress toys</li> <li>○ Whole class brain gym/learning break exercises</li> <li>○ Daily mile</li> </ul>	<p style="text-align: center;"><b>Universal Provision</b> <i>provision for all</i></p> <ul style="list-style-type: none"> <li>○ Whole school behaviour policy</li> <li>○ Class Rules</li> <li>○ Positive behaviour strategies such as STEPs programme.</li> <li>○ Structured school and classroom routines</li> <li>○ Positive reward systems-e.g., Class Dojo</li> <li>○ Consistent and progressive sanction system for when rules broken</li> <li>○ School Council</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>○ Social/emotional aspects of learning curriculum weekly focus</li> <li>○ Mental Well Being PHSE curriculum</li> <li>○ Playground friends and buddies available</li> <li>○ Variety of teaching styles used to suit pupils-visual, auditory, kinaesthetic.</li> <li>○ Visual timetables</li> <li>○ Use of symbols</li> </ul>

			<ul style="list-style-type: none"> <li>○ Use of first-hand experiences to stimulate learning</li> <li>○ Young carers referral</li> </ul>
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<p style="text-align: center;"><b>School support Targeted Provision</b></p> <p style="text-align: center;"><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> <li>○ Black Sheep language programmes</li> <li>○ Lego therapy</li> <li>○ Social stories</li> <li>○ Mentoring 1-1</li> <li>○ Infant language link interventions</li> <li>○ Speech link interventions</li> <li>○ Talk Boost</li> <li>○ LDA time to talk</li> <li>○ Individual visual timetables</li> <li>○ Galt opposite puzzles</li> <li>○ Pocket colour cards for key phrases</li> <li>○ Listening and attention 1 and 2</li> <li>○ LDA listen and do</li> <li>○ LDA look and hear</li> <li>○ Instructing and describing programme</li> <li>○ LDA sound lotto</li> <li>○ Communication boards</li> <li>○ Visual communication prompts</li> <li>○ Attention group-“ Bucket Time”</li> </ul>	<p style="text-align: center;"><b>School support Targeted Provision</b></p> <p style="text-align: center;"><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>○ Visual/auditory perception group activities</li> <li>○ Differentiated resources</li> <li>○ Use of individual ICT programmes targeting learning e.g., word/number shark, star spell; Nessy etc)</li> <li>○ Small group support for literacy outside class e.g., RWInc, Fresh Start, Tracks literacy</li> <li>○ Multi-sensory letter work &amp; spelling programmes</li> <li>○ Task Board</li> <li>○ Group use of ICT programmes</li> <li>○ Small group of support for literacy outside class e.g., RWInc,</li> <li>○ Small group of support for maths outside class e.g., Counting to Calculating</li> <li>○ Shape coding/colourful semantics</li> </ul>	<p style="text-align: center;"><b>School support Targeted Provision</b></p> <p style="text-align: center;"><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>○ Differentiated PE resources - spider balls, balloon balls etc.</li> <li>○ Sports events - additional preparation</li> <li>○ Handwriting scheme-handwriting without tears</li> <li>○ Brain gym activities in class</li> <li>○ Speed up fine motor intervention</li> <li>○ Pencil grips and ergonomic pens and pencils</li> <li>○ Sloping desk boards</li> <li>○ An assortment of balls, gym balls, hoops, balance boards etc.</li> </ul>	<p style="text-align: center;"><b>School support Targeted Provision</b></p> <p style="text-align: center;"><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map</li> <li>○ Alternative lunchtime/play time provision</li> <li>○ Boxall profile assessment and support plan</li> <li>○ Social support group</li> <li>○ Circle of Friends</li> <li>○ Talk about (social skills)</li> <li>○ Use of buddy system</li> <li>○ Positive People</li> <li>○ Fun club</li> </ul>

	<ul style="list-style-type: none"> <li>○ Support for reading comprehension, e.g., cloze procedure, comprehension exercises, word mats</li> <li>○ Reading Wise programme (access enabled at home also)</li> <li>○ Phonological Awareness programme</li> <li>○ Precision Teaching</li> <li>○ Aurally Coded Dictionaries</li> <li>○ Pastel paper</li> <li>○ Working memory interventions</li> <li>○ Auditory processing interventions</li> <li>○ Now, next, then prompts</li> <li>○ Directed learning-teacher check-in</li> </ul>		
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<b>Specialist Provision</b> <i>Provision for specialist needs</i>	<b>Specialist Provision</b> <i>Provision for specialist needs</i>	<b>Specialist Provision</b> <i>Provision for specialist needs</i>	<b>Specialist Provision</b> <i>Provision for specialist needs</i>
<ul style="list-style-type: none"> <li>○ Individual Provision Map or EHCP</li> <li>○ Personalised Engagement Curriculum and Assessment</li> <li>○ Personalised timetable</li> <li>○ Individual Speech therapy Care Plans.</li> <li>○ Intervention delivered by Speech therapist or specialist TA</li> <li>○ Individual visual timetables / schedule</li> <li>○ Visual Supports e.g. Now/Next boards; Choice Boards;</li> </ul>	<ul style="list-style-type: none"> <li>○ Individual Provision Map or EHCP</li> <li>○ Personalised Engagement Curriculum and Assessment</li> <li>○ Pre-teaching of class learning</li> <li>○ Reinforcement practice of class learning</li> <li>○ Use of individual ICT programmes targeting learning e.g., word/number shark, star spell; Nessy etc)</li> <li>○ One to one support for literacy outside class e.g., RWInc, Fresh Start, Tracks literacy</li> </ul>	<ul style="list-style-type: none"> <li>○ Individual Provision Map or EHCP</li> <li>○ Personalised Engagement Curriculum and Assessment</li> <li>○ Provision of specialist equipment - ICT, sloping board, grips, sticky mats, special cushion etc</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</li> <li>○ Individual risk assessment</li> </ul>	<ul style="list-style-type: none"> <li>○ Individual Provision Map or EHCP</li> <li>○ Personalised Engagement Curriculum and Assessment</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>○ Anger Management</li> <li>○ Counselling from outside agency - referral made</li> <li>○ Input from behaviour support team</li> </ul>

<ul style="list-style-type: none"> <li>○ Task Board</li> <li>○ Individual ICT programmes</li> <li>○ Workstation for part of day</li> <li>○ Social stories</li> <li>○ Outside agency advice</li> <li>○ Individual risk assessments</li> <li>○ Augmented Communication aids</li> <li>○ Sensory Diet; Fun Fit; TAC PAC;</li> <li>○ Sensory aids e.g., fiddles; weighted clothing; chewies</li> <li>○ Access to Sensory Room</li> <li>○ Calm Place</li> <li>○ Increased Adult Support</li> <li>○ Additional planning and arrangements for transition</li> <li>○ Home/School book</li> </ul>	<ul style="list-style-type: none"> <li>○ One to one support for maths outside class e.g., Numbers count programme</li> <li>○ Toe by Toe</li> <li>○ Pre-teaching of current and future topic words</li> <li>○ TA support daily with IPM outcomes</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>○ Dyslexia packs</li> <li>○ Tinted overlays/rulers</li> <li>○ Task Board</li> <li>○ Sensory aids eg fiddles; weighted clothing; chewies</li> <li>○ Direct phonics</li> <li>○ Colourful semantics/shape coding</li> <li>○ Directed learning-teacher check-in</li> </ul>	<ul style="list-style-type: none"> <li>○ Individual intimate care plan</li> <li>○ Individual manual handling plan</li> <li>○ Individual Accessibility Plan</li> <li>○ Access to enlarged resources</li> <li>○ Awareness of fatigue</li> <li>○ Scribe provided</li> <li>○ Handwriting</li> <li>○ Fine motor skills therapy plan</li> <li>○ Physio exercises</li> <li>○ Classroom access</li> <li>○ Sensory diet activities supported 1-1</li> <li>○ Chewy toys (chewelery)</li> <li>○ Ear defenders</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 seating or workstation 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</li> <li>○ Planned used of physical positive handling (Team Teach)</li> <li>○ CAMHS involvement and referral</li> <li>○ Bereavement support</li> <li>○ Young carer's referrals</li> <li>○ Draw and Talk-Blob school</li> <li>○ Learning Mentor 1:1 Sessions</li> <li>○ Horse riding</li> </ul>
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