

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 style="text-align: center;">Universal Provision</p> <ul style="list-style-type: none"> ○ Flexible teaching arrangements ○ Structured school and classroom routines ○ Warning of change ○ Scaffolded curriculum delivery e.g., simplified language ○ Increased visual aids, modelling, sentence starters, pre-teaching, key wordsetc. ○ Visual timetables ○ Use of symbols; Widget ○ ICT programmes to support language ○ Small world play and Role Play ○ Repetition/clarification of instructions ○ Opportunities to work with younger/older pupils ○ OASIS support ○ Role play situations/Drama ○ ‘Show and tell’ / speaking Opportunities 	<p style="text-align: center;">Universal Provision</p> <ul style="list-style-type: none"> ○ Scaffolded tasks ○ Pre-teaching ○ Scaffolded delivery e.g., simplified language, slower lesson pace, supportive sheet for recording, task plans, key words, printouts, pre-teaching ○ Repetition/clarification of instructions ○ Differentiated output or outcome e.g., use of IT, fewer sentences ○ Increased visual aids/modelling etc. ○ Visual timetables ○ Alphabet, word and number charts, mats, banks, number lines, ten frames, etc. ○ Use of puzzles and games ○ 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 ○ Pastel backgrounds on Interactive Whiteboards ○ Individual white board 	<p style="text-align: center;">Universal Provision</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 ○ Wobble cushions ○ Multi-sensory equipment ○ 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 ○ Seating arrangements ○ OASIS support 	<p style="text-align: center;">Universal Provision</p> <ul style="list-style-type: none"> ○ Whole school behaviour policy ○ Structured school and classroom routines ○ Mental Health Support Team ○ ELSA ○ Positive reward systems ○ Consistent and progressive sanction system for when rules broken ○ School Council ○ Use of puzzles and games ○ Involvement in after school clubs ○ Individual job and responsibility ○ Support of lunchtime supervisors at lunchtime ○ Mental Well Being E1M curriculum ○ Zones of Regulation ○ Playground friends and buddies available ○ Variety of teaching styles and strategies used to suit pupils ○ Visual timetables ○ Use of symbols ○ Use of first-hand experiences to stimulate learning ○ Well-being daily check ins ○ OASIS support

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<p style="text-align: center;">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 Student Passport. ○ Colourful Semantics ○ Lego therapy ○ Wave Project ○ Therapeutic Play ○ Makaton ○ OASIS Support ○ CAL Team input 	<p style="text-align: center;">Targeted Provision <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Individual Student Passport. ○ In-class TA support for literacy ○ In-class TA support for Numeracy ○ Differentiated and scaffolded resources ○ Task plans ○ Group use of ICT programmes ○ Small group of support for literacy outside class e.g. Precision teaching/ Lexonic ○ Support for reading comprehension, e.g. comprehension exercises, word mats ○ Letters and Sounds phonics groups ○ Precision Teaching ○ Overlays ○ Coloured paper 	<p style="text-align: center;">Targeted Provision <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Individual Student Passport. ○ Differentiated PE resources – ○ Sports events – additional preparation ○ Sensory circuits ○ Fiddle Toys ○ Wobble cushions ○ Modelling posture ○ Modelling paper position ○ OASIS Support 	<p style="text-align: center;">Targeted Provision <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Individual Student Passport. ○ Alternative lunch-time provision ○ Zones of Regulation ○ Lego Therapy ○ ELSA ○ Egg timers ○ Daily well-being check-ins ○ Mental Health Support Team ○ Youth Trust ○ CAMHs ○ Wave Project ○ OASIS support

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<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Personalised Student Passport or EHCP recommendations ○ Individual Speech Therapy ○ Intervention delivered by Speech therapist or specialist TA ○ Individual visual timetables / schedule ○ Visual Supports e.g., Task plans ○ Individual ICT programmes ○ Social stories ○ Outside agency advice ○ Individual risk assessments ○ Sensory aids ○ Access to quiet room ○ Increased adult support ○ Additional planning and arrangements for transition ○ Home/School book ○ Ear Defenders ○ Chew toys (chewelery) ○ Ear defenders ○ Stress toys ○ Other sensory aids (e.g., wobble cushion) ○ Ed Psych input ○ OASIS support 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Personalised Student Passport or EHCP recommendations ○ Bespoke curriculum ○ Pre-teaching of class learning ○ Reinforcement practice of class learning ○ Use of individual ICT programmes targeting learning e.g., Lexia ○ One to one support for literacy outside class ○ One to one support for maths outside class ○ Toe by Toe programme ○ List of current and future topic words ○ TA support daily ○ Individual arrangements for GCSEs ○ Additional planning and arrangements for transition ○ Transition Partnership Agreements ○ Outside agency advice ○ Efficient word processing ○ Dyslexia coloured paper ○ Tinted overlays/rulers ○ Ed Psych input ○ Lexonic Intervention 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Personalised Student Passport or EHCP recommendations ○ Provision of specialist equipment – ICT, sloping board, grips, sticky mats, wobble 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 ○ Access to enlarged resources ○ Awareness of fatigue / scribe support ○ Handwriting ○ Chewy toys (chewelery) ○ Ear defenders ○ Stress toys ○ Other sensory aids ○ TA support in PE ○ Wave Project ○ Transition Partnership Agreements ○ Occupational Therapy ○ Ed Psych input ○ OASIS support 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Personalised Student Passport or EHCP recommendations ○ Individual reward/sanction ○ TA support – communication of feelings, individual debriefing/pre-empting, playtime support ○ Individual Behaviour Plan ○ Anger Management ○ ELSA ○ Counselling from outside agency – referral made to Youth Trust ○ CAMHS ○ Input from ILC ○ Individual seating or workstation ○ Home school liaison book ○ Time out system ○ Additional transition arrangements ○ Transition Partnership Agreements ○ Individual risk assessments ○ CAMHS involvement and referral ○ Winston’s Wish (bereavement support) ○ The Wave Project ○ Young Carers ○ Youth Trust ○ Ed Psych input ○ OASIS support