

Universal Provision provision for all beaching arrangements of routines         Universal Provision provision for all provision for all beaching arrangements are considered and lexible differed insurance routines         Universal Provision provision for all provision for all beaching arrangements are considered and lexible differed insurance routines         Universal Provision provision for all provision for all provision for all provision for all beaching arrangements are considered and lexible differed insurance routines         Universal Provision provision for all provision for all provision for all beaching arrangements are considered and lexible differed insurance routines         Universal Provision provision for all beaching arrangements are considered and lexible differed insurance considered and lexible differed insurance routines         Universal Provision provision for all beaching arrangements are considered and lexible differed insurance considered and lexible differed insurance routines         Universal Provision provision for all beaching arrangements are considered and lexible differed insurance considered and lexible differed insurance considered and lexible differed beaching sociel differed to considered and light public and differed provision for all management board, entrop are public differed insurance considered and lexible differed provision social differed and light public and differed provision for all differed and provision for all differed and differed and provision differed and provision social differed and light public and differed and lexible differed provision for all differed and lexible differed and l	<b>Communication and Interaction</b> Including ASD & SCLN		<b>Cognition and Learning</b> Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD <b>)</b>		Sensory and/or Physical Visual Impairment; Hearing Impairment;I Multi-Sensory Impairment; Physical Disability		Social, Mental and Emotional Health Including ADHD	
<ul> <li>Plexible feaching arrangements</li> <li>Structured school and classroom routines</li> <li>Maraings of change</li> <li>Adapted feaks</li> <li>Classroom positioning and solutiones of change</li> <li>Adapted visual dids e.g. word mats</li> <li>Adapted visual dids e.g. phonic mats, structured school and classroom routines.</li> <li>Adapted visual dids e.g. word mats</li> <li>Adapted visual dids e.g. phonic mats, structured school and classroom</li> <li>Adapted visual dids e.g. and mats</li> <li>Adapted visual dids e.g. phonic</li> <li>Adapted visual dids e.g. phonic mats, reminders, checklist, visual</li> <li>Increased visual dids e.g. phonic mats, reminders, checklist, visual</li> <li>Increased visual dids e.g. phonic mats, reminders, checklist, visual</li> <li>Modelling-1 do, we do, you do</li> <li>Resources to support language e.g. chickst, visual frames, and manageable chunks, repeated or claified</li> <li>Adapted deivery e.g. simplified analyse extra visual dids e.g. vord mats</li> <li>Adapted visual dids e.g. word mats</li> <li>Resources to support language e.g. chickst, visual manageable chunks, repeated or claified</li> <li>Adapted deivery e.g. simplified available</li> <li>Adapted deivery e.g. simplified available</li> <li>Modelling-1 do, we do, you do</li> <li>Adapted piloy opportunities</li> <li>Modelling 1 do, we do, you do</li> <li>Opportunities to vork with younger/older pupils and mixed ability</li> <li>Speech and Language Link! Junior</li> <li>Pre-teaching</li> <li>Speech and Language Link! Junior</li> <li>Adapted visual dids used</li> <li>Speech and Language Link! Junior</li> <li>Labeled environment dt appropriate visual recognition level</li> <li>Homework adaptation</li> <li>Colaured overlays or cloured overlays or cl</li></ul>		Universal Provision		Universal Provision		Universal Provision		Universal Provision
structured school and classroom routines       o       Adapted delivery- e.g. extra thinking simplified language, small imagesable chunks, repeated or claffied as needed       o       Positive behaviour strategies such seking out opportunities to considered and flexible       o       Positive behaviour strategies such seking out opportunities to considered and flexible         o       Adapted visual class e.g. phonic charts, task management board, fimetable, now and next board clicker, taik buttons       o       Adapted visual class e.g. phonic charts, task management board, encreased visual class e.g. phonic mats, writing frames, number charts, task management board, clicker, taik buttons       o       Adapted visual class e.g. phonic charts, task management board, checklist, visual memory alds (visual), ear defenders, clicker, taik buttons       o       Resources to support learning- time, scribe, clicker, scribe, clickation, dramo/speating       o       Resources to support learning- time, scribe, clicker, scribe, clickation, dramo/speating       o       Multi-sensory equipment e.g. fidget tools, stress ball, woble       o       School Council         o       Adapted visual interest clicker, taik buttons       o       Resources to support learning- task, skrta time       o       Multi-sensory equipment e.g. task, skrta time       o       Multi-sensory equipment e.g. task, skrta time       o       Alternatives to writing e.g. clicker, scribe, clictation, dramo/speating       o       Speating opportunities to work with younger/older pupils and mixed approach       o       Multi-sensory equipment e.g. clicker, scribe, clictation, dramo/speating <th></th> <th></th> <th></th> <th>•</th> <th></th> <th></th> <th></th> <th></th>				•				
<ul> <li>routines</li> <li>Warnings of change</li> <li>Adapted visual aids e.g. word mats</li> <li>Adapted visual aids e.g. phonic</li> <li>Adapted outcome e.g. use of Clicker</li> <li>Adapted visual aids e.g. word mats</li> <li>Increased visual aids e.g. word mats</li> <li>Resources to support language e.g.</li> <li>Rodeling-1 do, we do, you do</li> <li>Adopted delivery - e.g. simplifie</li> <li>Poportunities to work with</li> <li>Younger/older pupils and mixed</li> <li>Opportunities to work with</li> <li>Younger/older pupils and mixed</li> <li>Structured Synthetic phonics</li> <li>Opportunities to work with</li> <li>Younger/older pupils and mixed</li> <li>Structured Synthetic phonics</li> <li>Opportunities to and wixed aids e.g. phonic mats</li> <li>Structured Syn</li></ul>	0		0	1	0		0	
•         Warnings of change         manageable churks, repeated or increased visual aids e.g. word mats increased visual aids e.g. phonic charts, task management board, reminders, checklist, visual         •         Handwriting/line motor control programme         •         sseeking out opportunities to show a child's stress of types of scisors, writing         •         Structured school and classroom routines           •         Adapted visual aids e.g. word mats increased visual aids e.g. bhonic charts, task management board, reminders, checklist, visual         •         Handwriting/line motor control grips, triangular pencils, variety of types of scisors, writing         •         Structured school and classroom routines           •         Modelling-1 do, we do, you do clicker, talk buttons         •         Resources to support learning-timers, memory aids (visuals), ear defenders, memory aids (visuals), ear defenders, scribe, dictation, drama/speating         •         Modelling-1 do, we do, you do         •         Teaching through PSHE           •         Adapted delivery-e.g. simplified language, small manageable         •         Modelling-1 do, we do, you do         •         Modelling-1 do, we do, you do         •         Teaching through PSHE           •         Adapted delivery-e.g. simplified language, small manageable         •         Opportunities to work with younger/older pupils and mixed ability         •         Modelling-1 do, we do, you do         •         Notelling-1 do, we do, you do         •         Pre-teacching         •	0		0				0	
o       Adapted visual aids e.g. word mats       clarified as needed       programme       clarified as needed       o       Adapted visual aids e.g. word mats       o       Adapted visual aids e.g. phonic       o       So       Adapted visual aids e.g. phonic       o       Adapted visual aids e.g. phonic       o       Adapted visual aids e.g. phonic       o       Adapted visual aids e.g. phonic maths       o       Adapted visual aids e.g. phonic m								
<ul> <li>Increased visual aids e.g. phonic mats, writing frames, number charts, task management board, reminders, checklists, visual timetable, now and next board individual white boards charts, task management board, reminders, checklists, visual timetable, now and next board, individual white boards clicker, taik buttons</li> <li>Modelling-1 do, we do, you do clicker, taik buttons</li> <li>Adapted deivery- e.g., scribe, clictation, drama/speaking charts, task management board, reader, prompter, scribe, clictation, drama/speaking charts, task manageable chunks, repeated or clarified as needed</li> <li>Adapted deivery- e.g., simplified churses</li> <li>Adapted deivery- e.g., simplified churses to writing e.g. clicker, scribe, clictation, drama/speaking churses to writing e.g. clicker, scribe, dictation, drama/speaking</li> <li>Adapted deivery- e.g., simplified churses</li> <li>Modelling-1 do, we do, you do churses, extra time</li> <li>Adapted deivery- e.g., simplified churses</li> <li>Modelling is to work with younger/older pupils and mixed ability ounger/older pupils and mixed ability ounger/older pupils and mixed and visual aids used</li> <li>Drama/Kole play opportunities</li> <li>Pre-teaching</li> <li>Pre-teaching</li> <li>Pupils actively taught social skills</li> <li>Specking opportunities with appropriate sign of the background selected on theractive Whitige uagnage and visual aids used</li> <li>Coloured overlays or coloured pupil books offered</li> <li>Specking opportunities with auguage law, thuing the background selected on theractive Whitige bolay appropriate sign.</li> <li>Specking opportunities with auguage law, thuing the background selected on theractive Whitige bolay appropriate sign.</li> <li>Specking clauge and wisual aids used</li> <li>Coloured overlays or coloured pupil books offered</li> <li>Specking clauder and clauses</li> <li>Coloured overlays or coloured pupil books offered</li> <li>Specking clauder an</li></ul>	0				0	•		
mats. writing frames, number       •       Adapted visual aids e.g. word mats       grips. triangular pencils, variety       routines         charts, task management board, reminders, checklists, visual       •       Increased visual aids e.g. word mats       of types of scisors, writing       •       Positive reward systems         •       Madelling-I cdo, we do, you do       •       Consistent and progressive       sanction system for when rules         •       Resources to support language e.g.       •       Resources to support language.       •       Resources to support language e.g.       •       Nucleisensory equipment e.g.       •       Movement breaks       •       School Council         •       Adapted delivey - e.g. simplified       •       Resources to support language e.g.       •       Alternatives to writing e.g.       •       Opportunities to writing e.g.       •       Opp	0							
<ul> <li>charts, task management board, reminders, checklists, visual</li> <li>immetable, now and next board</li> <li>Modelling-1 do, we do, you do</li> <li>Resources to support language e.g. clicker, talk buttons</li> <li>Alternatives to writing e.g. clicker, scribe, dictation, drama/speaking</li> <li>Adapted delivery- e.g. simplified language. small manageable oblity</li> <li>Opportunities to work with younger/older pupils and mixed ability</li> <li>Drama/Role play opportunities</li> <li>Speaking opportunities</li> <li>Assemblies with appropriate igns and visual aids used</li> <li>Assemblies with appropriate igns and visual aids used</li> <li>Speaking opportunities</li> <li>Assemblies with appropriate igns and visual aids used</li> <li>Assemblies with appropriate igns and visual aids used</li> <li>Speaking opportunities</li> <li>Assemblies with appropriate igns and visual aids used</li> <li>Coloured overlays or coloured pupil books offered</li> <li>Coloured overlays or coloured pupil books offered</li> <li>Speaking opportate is only with appropriate igns and visual aids used</li> <li>Drama/Role play opportunities</li> <li>Speaking opportate is only appropriate igns and visual aids used</li> <li>Speaking opportate is only appropriate igns and visual aids used</li> <li>Speaking opportate is only appropriate igns and visual aids used</li> <li>Speaking value in appropriate igns and visual aids used</li> <li>Speaking value in appropriate igns and visual aids used</li> <li>Speaking opportate is only appropriate igns and visual aids used</li> <li>Speaking opportate igns and visual aids used</li> <li>Speaking value in appropriate igns and visual aids used</li> <li>Speaking opportate igns and visual aids used</li> <li>Speaking opportate igns and visual aids used</li> <li>Speaking appropriate igns and visual aids used</li> <li>Speaking appropriate igns and visual aids used</li> <li>Speakin</li></ul>	0				0		0	
<ul> <li>reminders, checklists, visual</li> <li>imetable, now and next board</li> <li>Modelling-1 do, we do, you do</li> <li>Resources to support language e.g., clicker, talk buttons</li> <li>Alternatives to writing e.g. clicker, scribe, dictation, drama/speaking</li> <li>Adapted delivery- e.g. simplified language, small manageable chunks, repeated or clafified as needed</li> <li>Opportunities</li> <li>Modelling-1 do, we do, you do</li> <li>Modelling-1 do, w</li></ul>								
<ul> <li>timetable, now and next board</li> <li>Modelling-1 do, we do, you do</li> <li>Resources to support language e.g., clicker, talk buttons</li> <li>Alternatives to writing e.g., clicker, scribe, dictation, drama/speaking</li> <li>Adapted delivery- e.g. simplified</li> <li>chunks, repeated or clarified as needed</li> <li>Opportunities to work with younger/older pupils and mixed ability</li> <li>Opportunities to writing e.g. acidef propriate signs and visual aids used</li> <li>Speech and Language Link/ Junior Link assessments completed and next boards</li> <li>Sensory aids e.g. ear defenders, or othor with visuals</li> <li>Sensory aids e.g. ear defenders, or othor with visuals</li> <li>Sensory aids e.g. ear defenders, or othor with visuals</li> </ul>			0				-	
<ul> <li>Modelling-I do, we do, you do</li> <li>Resources to support language e.g., clicker, talk buttons</li> <li>Alternatives to writing e.g., clicker, talk buttons</li> <li>Adapted delivery- e.g. simplified language, small manageable chunks, repeated or clarified as needed</li> <li>Opportunities to work with younger/older pupils and mixed ability</li> <li>Opportunities</li> <li>Opportunities</li> <li>Speaking opportunities</li> <li>Working walls updated</li> <li>Structured Synthetic phonics and visual aids used</li> <li>Off white background selected on linteractive Whitebacrds</li> <li>Coloured overlays or coloured pupil books offered</li> <li>Coloured overlays or coloured pupil</li> <li>Coloured overlays or coloured pupil</li> <li>Dictionaries with visuals</li> <li>Speech and Language Link/ Junior Link assessments completed and next steps followed as needed</li> <li>Speech and Language Link/ Junior Link assessments completed and next steps followed as needed</li> <li>Speach and Language Link/ Junior Link assessments completed and next steps followed as needed</li> <li>Dictionaries with visuals</li> <li>Coloured overlays or coloured pupil</li> <li>Coloured o</li></ul>				5			0	
oResources to support language e.g., clicker, talk buttonsnext board, individual white boardsfidget tools, stress ball, wobble cushion, weighted blanketSchool CounciloAlternatives to writing e.g., clicker, scribe, dictation, drama/speakingoNext board, individual white boardsMovement breaksoSchool CounciloAdapted delivery- e.g. simplified language, small manageable chunks, repeated or clarified as neededoModelling-1 do, we do, you dooAlternatives to writing e.g., clicker, scribe, clictation, drama/speakingoSchool CounciloOpportunities to work with younger/older pupils and mixed abilityoModelling-1 do, we do, you dooAlternatives to writing e.g., clicker, scribe, clictation, drama/speakingoOpportunities for pupils to have positions of responsibility to boost support functime supervisors at lunchtime supervisors at availableoOpportunities to work with younger/older pupils and mixed abilityoWeekly spelling lists (phonics led) portact reacting disc spropriate reading material availableoPre-teachingoPre-teaching styles usedoPre-teachingoOff white background selected on Interactive WhitebaardsoColoured overlays or coloured pupil books offeredoSchool CouncilooPupils actively taught social skills ooColoured overlays or coloured pupil books offeredoSchool Councellor, Play in TherapyoPre-teachingoOff white background selected on Interactive Whiteboardso				•				
<ul> <li>clicker, falk buttons</li> <li>Alternatives to writing e.g. clicker, scribe, dictation, drama/speaking</li> <li>Adapted delivery- e.g. simplified language, small manageable chunks, repeated or clarified as needed</li> <li>Opportunities to work with younger/older pupils and mixed ability</li> <li>Opportunities to work with younger/older pupils and mixed ability</li> <li>Opportunities</li> <li>Speaking opportunities</li> <li>Speaking opportunities</li> <li>Speaking opportunities</li> <li>Speaking opportunities</li> <li>Assemblies with appropriate signs and visual aids used</li> <li>Pre-teaching</li> <li>Off white background selected on Interactive Whiteboards</li> <li>Coloured overlays or coloured pupil books offererd</li> <li>Speech and Language Link/ Junior Link assessments completed and next steps followed as needed</li> <li>Speech and Language Link/ Junior Link assessments completed and next atops followed as needed</li> <li>Speech and Language Link/ Junior Link assessments completed and next atops followed as needed</li> <li>Spench and Language Link/ Junior Link assessments completed and next atops followed as needed</li> <li>Decinonaries with visuals</li> </ul>	-	J			0			
<ul> <li>Alternatives to writing e.g. clicker, scribe, dictation, drama/speaking</li> <li>Adapted delivery- e.g. simplified language, small manageable chunks, repeated or clarified as needed</li> <li>Opportunities to work with younger/older pupils and mixed ability</li> <li>Opportunities to work with younger/older pupils and mixed ability</li> <li>Drama/Role play opportunities</li> <li>Speaking opportunities</li> <li>Pre-teaching</li> <li>Assemblies with appropriate signs and visual aids used</li> <li>Coloured overlays or coloured pupil</li> <li>Despect and Language Link/ Junior Link assessments completed and next steps followed as needed</li> <li>Speech and Language Link/ Junior Link assessments completed and next steps followed as needed</li> <li>Speech and Language Link/ Junior Link assessments completed and next steps followed as needed</li> <li>Specon and Language Link/ Junior Link assessments completed and next steps followed as needed</li> <li>Specon and Language Link/ Junior Link assessments completed and next steps followed as needed</li> <li>Specon and Language Link/ Junior Link assessments completed and next steps followed as needed</li> <li>Specon and Language Link/ Junior Link assessments completed and next steps followed as needed</li> <li>Specon and Language Link/ Junior Link assessments completed and next steps followed as needed</li> <li>Specon and Language Link/ Junior Link assessments completed and next steps followed as needed</li> <li>Specon and Language Link/ Junior Link assessments completed and next steps followed as needed</li> <li>Specon and Language Link/ Junior Link assessments completed and next steps followed as needed</li> <li>Specon and Language Link/ Junior Link assessments completed and next steps followed as needed</li> <li>Specon and Language Link/ Junior Link assessments completed and next steps followed as needed</li> <li>Dictionaries with visuals</li> <li>Structured Synthetic ph</li></ul>	0						-	
<ul> <li>scribe, dictation, drama/speaking</li> <li>Adapted delivery- e.g. simplified language, small manageable chunks, repeated or clarified as needed</li> <li>Opportunities to work with younger/older pupils and mixed ability</li> <li>Doportunities to work with younger/older pupils and mixed ability</li> <li>Drama/Role play opportunities</li> <li>Werking walls updated</li> <li>Pre-teaching</li> <li>Off white background selected on interactive Writeboards</li> <li>Off white background selected on interactive Writeboards</li> <li>Off white background selected on interactive Writeboards</li> <li>Speech and Language Link/ Junior Link assessments completed and next steps followed as needed</li> <li>Speech and Language Link/ Junior Link assessments completed and next steps followed as needed</li> <li>Sensory aids e.g. ear defenders,</li> <li>Dictionories with visuals</li> <li>Strout ure Synthetions</li> <li>Dictionories with visuals</li> <li>Dictionories with visuals</li> <li>School Counsellor- Play in Therapy</li> </ul>			0					
oAdapted delivery- e.g. simplified language, small manageable chunks, repeated or clarified as neededrest breaks, extra timeclicker, scribe, dictation, drama/speakingpositions of responsibility to boost self-estem and self-confidenceoOpportunities to work with younger/older pupils and mixed abilityoModelling-1 do, we do, you do Opportunities to work with younger/older pupils and mixed abilityoRange of equipment & opportunities for balancing, exploring etc.oSupport of lunchtime upervisors at lunchtimeoOpportunities younger/older pupils and mixed abilityoWeekly spelling lists (phonics led) Pre-teachingoProvision of left-handed equipmentoPSHE curriculum weekly focus on social, emotional aspects of learningoDrama/Role play opportunities ooStructured Synthetic phonics approachoPre-teaching books offeredoWeekly spelling lists (phonics led) metationsoWareid Wilteboards books offeredoWareid Wilteboards stimulate learningoWareid Wilteboards stimulate learningoWareid wilt appropriate signs and visual recognition leveloOutside and inside calm space visual recognition leveloOutside and inside calm space ooOutside and inside calm space ooCurriculumoPupils actively taught social skills ooDeteindriene stime situations ooDeteindriene stime situationsoOutside and inside calm space ooUse of first-hand experiences to stimulate learningoPupils act	0							
language, small manageable chunks, repeated or clarified as needed•Modelling-I do, we do, you do Opportunities to work with younger/older pupils and mixed ability ounger/older pupils and mixed ability•Modelling-I do, we do, you do Opportunities to work with younger/older pupils and mixed ability owekly spelling available•Range of equipment & Range of equipment & opportunities for balancing, exploring etc.•Support of lunchtime supervisors at lunchtime•Opportunities to work with younger/older pupils and mixed ability•Ensuring appropriate reading material available•Pre-teaching equipment•Pre-teaching equipment•Pre-teaching equipment•Pre-teaching equipment•Mental Well Being PHSE curriculum equipment•Orgon disc grade approach•Off white background selected on Interactive Whiteboards books offered•Fre-teaching appropriate isgering situations•Off white background selected on interactive Whiteboards books offered•Use of first-hand experiences to stimulate learning o•Pupils actively taught social skills next steps followed as needed equipments, sensory aids e.g. ear defenders, o••Labelled environment at appropriate visual file••Outside calm space o every child has a 'Key Adult' o o books offered•Dictionaries with visuals••Outside calm space o o o school Counsellor- Play in Therapy					0		0	
chunks, repeated or clarified as neededoOpportunities to work with younger/older pupils and mixed ability younger/older pupils and mixed ability availableoRange of equipment & opportunities for balancing, exploring etc.oSupport of lunchtime supervisors at lunchtimeoOpportunities to work with younger/older pupils and mixed abilityoEnsuring appropriate reading material availableoProvision of left-handed equipmentoPSHE curriculum weekly focus on social, emotional aspects of learningoDrama/Role play opportunities ooPre-teachingoPre-teachingoWeekly spelling lists (phonics led) approachoPre-teaching styles used ooVariety of teaching styles used oooPre-teaching ooOff white background selected on Interactive Whiteboards and visual aids usedoOff white background selected on linteractive Whiteboards books offeredoColoured overlays or coloured pupil books offeredoAdult support for possible triggering situationsoPupils actively taught social skills next steps followed as needed next steps followed as neededoHomework adaptations visual recognition leveloOutside and inside calm space oooSensory aids e.g. ear defenders, ooDictionaries with visualsoSchool Counsellor- Play in Therapy	0							
neededyounger/older pupils and mixed ability younger/older pupils and mixed abilityopportunities for balancing, exploring etc.lunchtimeoOpportunities to work with younger/older pupils and mixed abilityoEnsuring appropriate reading material availableoopportunities for balancing, exploring etc.oPSHE curiculum weekly focus on social, emotional aspects of learningoDrama/Role play opportunities ooPre-teachingoPre-teachingoMeekly spelling lists (phonics led) approachoProvision of left-handed equipmentoMeental Well Being PHSE curiculumoSpeaking opportunities ooStructured Synthetic phonics approachoOff white background selected on Interactive WhiteboardsoVariety of teaching styles used ooVisual timetablesoPupils actively taught social skills next steps followed as needed ooColoured overlays or coloured pupil books offeredoColoured environment at appropriate visual recognition leveloOutside and inside calm space oooSensory aids e.g. ear defenders, ooDictionaries with visualsoDictionaries with visualsoSchool Counsellor- Play in Therapy								
Opportunities to work with younger/older pupils and mixed abilitySensuring appropriate reading material availableexploring etc.Sensuring appropriate reading material availablePSHE curriculum weekly focus on social, emotional aspects of learningODrama/Role play opportunities Speaking opportunitiesOmega Weekly spelling lists (phonics led) Or Pre-teachingPre-teachingOmega Weekly spelling lists (phonics led) omega Weekly spelling lists (phonics led)Omega Weekly spelling lists (phonics led) omega Weekly spelling lists (phonics led)Omega Weekly spelling lists (phonics led) omega Weekly spelling lists (phonics led)Omega Weekly spelling lists (phonics led) omega Weekly spelling lists (phonics led)Omega Weekly spelling lists (phonics led) omega Weekly spelling lists (phonics led)Omega Weekly spelling lists (phonics led) omega Weekly spelling lists (phonics led)Omega Weekly spelling lists (phonics led) omega Weekly spelling lists (phonics led)Omega Weekly spelling lists (phonics led) omega Weekly spelling lists (phonics led)Omega Weekly spelling lists (phonics led) omega Weekly spelling lists (phonics led)Omega Weekly spelling lists (phonics led) omega Weekly spelling lists (phonics led)Omega Weekly spelling lists (pho			0		0		0	
younger/older pupils and mixed abilityavailableoProvision of left-handed equipmentsocial, emotional aspects of learningoDrama/Role play opportunities Speaking opportunitiesoWeekly spelling lists (phonics led) ooPre-teachingoMental Well Being PHSE curriculumoSpeaking opportunities ooStructured Synthetic phonics approachoVariety of teaching styles used oooPre-teaching ooOff white background selected on Interactive WhiteboardsoVisual timetables oooAssemblies with appropriate signs and visual aids usedoColoured overlays or coloured pupil books offeredoColoured overlays or coloured pupil books offeredooSpeech and Language Link/ Junior Link assessments completed and next steps followed as neededoLabelled environment at appropriate visual recognition leveloEvery child has a 'Key Adult' oooSensory aids e.g. ear defenders, ooDictionaries with visualsoSchool Counsellor- Play in Therapy								
abilityoWeekly spelling lists (phonics led)equipmentlearningoDrama/Role play opportunitiesoPre-teachingoMental Well Being PHSE curriculumoSpeaking opportunitiesoStructured Synthetic phonicsoVariety of teaching styles usedoWorking walls updatedoOff white background selected onoVisual timetablesoPre-teachingoOff white background selected onoUse of first-hand experiences tooAssemblies with appropriate signsoColoured overlays or coloured pupiloAdult support for possible triggeringoPupils actively taught social skillsoColoured overlays or coloured pupiloAdult support for possible triggeringoSpeech and Language Link/ JunioroLabelled environment at appropriateoOutside and inside calm spaceoSensory aids e.g. ear defenders,oDictionaries with visualsoSchool Counsellor- Play in Therapy	0		0				0	
oDrama/Role play opportunitiesoPre-teachingoMental Well Being PHSE curriculumoSpeaking opportunitiesoStructured Synthetic phonicsoVariety of teaching styles usedoWorking walls updatedapproachoVisual timetablesoPre-teachingoOff white background selected onoUse of first-hand experiences tooAssemblies with appropriate signsoColoured overlays or coloured pupiloAdult support for possible triggeringoPupils actively taught social skillsoLabelled environment at appropriateoOutside and inside calm spaceoSpeech and Language Link/ JunioroLabelled environment at appropriateoEvery child has a 'Key Adult'next steps followed as neededoHomework adaptationsoSchool Counsellor- Play in Therapy					0			
oSpeaking opportunitiesoStructured Synthetic phonics approachoVariety of teaching styles usedoWorking walls updatedapproachoVisual timetablesoPre-teachingoOff white background selected on Interactive WhiteboardsoUse of first-hand experiences to stimulate learningoAssemblies with appropriate signs and visual aids usedoColoured overlays or coloured pupil books offeredoAdult support for possible triggering situationsoPupils actively taught social skills Link assessments completed and next steps followed as neededoLabelled environment at appropriate visual recognition leveloOutside and inside calm space oEvery child has a 'Key Adult' ooSensory aids e.g. ear defenders,oDictionaries with visualsoStructured Synthetic phonics approachoSchool Counsellor- Play in Therapy						equipment	_	
<ul> <li>Working walls updated</li> <li>Pre-teaching</li> <li>Assemblies with appropriate signs and visual aids used</li> <li>Pupils actively taught social skills</li> <li>Speech and Language Link/ Junior Link assessments completed and next steps followed as needed</li> <li>Momework adaptations</li> <li>Momework adaptations</li> <li>Dictionaries with visuals</li> <li>Visual timetables</li> <li>Visual timetables</li> <li>Visual timetables</li> <li>Visual timetables</li> <li>Use of first-hand experiences to stimulate learning</li> <li>Adult support for possible triggering situations</li> <li>Coloured overlays or coloured pupil</li> <li>Dictionaries with visuals</li> <li>Sensory aids e.g. ear defenders,</li> <li>Dictionaries with visuals</li> </ul>	-			8			-	
oPre-teachingoOff white background selected on Interactive WhiteboardsoUse of first-hand experiences to stimulate learningoAssemblies with appropriate signs and visual aids usedoColoured overlays or coloured pupil books offeredoAdult support for possible triggering situationsoPupils actively taught social skills Dispeech and Language Link/ Junior Link assessments completed and next steps followed as neededoLabelled environment at appropriate visual recognition leveloOutside and inside calm space visual recognition leveloSensory aids e.g. ear defenders,oDictionaries with visualsoSchool Counsellor- Play in Therapy	-		0	, ,			-	, ,
<ul> <li>Assemblies with appropriate signs and visual aids used</li> <li>Pupils actively taught social skills</li> <li>Speech and Language Link/ Junior Link assessments completed and next steps followed as needed</li> <li>Momework adaptations</li> <li>Momework adaptations</li> <li>Dictionaries with visuals</li> </ul>	-						-	
and visual aids usedoColoured overlays or coloured pupil books offeredoAdult support for possible triggering situationsoPupils actively taught social skills oSpeech and Language Link/ Junior Link assessments completed and next steps followed as neededoLabelled environment at appropriate visual recognition leveloOutside and inside calm space Every child has a 'Key Adult' ooSensory aids e.g. ear defenders,oDictionaries with visualsoSchool Counsellor- Play in Therapy		5	0	•			0	
<ul> <li>Pupils actively taught social skills</li> <li>Speech and Language Link/ Junior</li> <li>Speech and Language Link/ Junior</li> <li>Labelled environment at appropriate</li> <li>Link assessments completed and</li> <li>visual recognition level</li> <li>Homework adaptations</li> <li>Sensory aids e.g. ear defenders,</li> <li>Dictionaries with visuals</li> </ul>	0							
<ul> <li>Speech and Language Link/ Junior Link assessments completed and next steps followed as needed</li> <li>Sensory aids e.g. ear defenders,</li> <li>Dictionaries with visuals</li> <li>Labelled environment at appropriate visual recognition level</li> <li>Labelled environment at appropriate visual recognition level</li> <li>Homework adaptations</li> <li>Dictionaries with visuals</li> <li>School Counsellor- Play in Therapy</li> </ul>			0				0	
Link assessments completed and next steps followed as neededvisual recognition leveloEvery child has a 'Key Adult'oSensory aids e.g. ear defenders,oDictionaries with visualsoSchool Counsellor- Play in Therapy			~					
next steps followed as neededoHomework adaptationsoBoxall ProfileoSensory aids e.g. ear defenders,oDictionaries with visualsoSchool Counsellor- Play in Therapy	0		0					
Sensory aids e.g. ear defenders,     O Dictionaries with visuals     School Counsellor- Play in Therapy			0					
	0							
l fidaet tools L C Regulation box in each classroom	0	fidget tools	0					Regulation box in each classroom



<b>Communication and Interaction</b> Including ASD & SCLN	<b>Cognition and Learning</b> Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD <b>)</b>	Sensory and/or Physical Visual Impairment; Hearing Impairment;, Multi-Sensory Impairment; Physical Disability	Social, Mental and Emotional Health Including ADHD	
Targeted Provision         Provision for needs that are additional and different         •       Provision Map         •       As above in Universal Provision         •       Speech and Language support groups	Targeted ProvisionProvision for needs that are additional and different•Provision Map•As above in Universal Provision•In-class support for literacy•In-class support for Numeracy•Visual/auditory perception group activities•Multi-sensory letter work & spelling programmes•Task Board•Group use of ICT programmes•Small group of support for literacy (outside class if needed)•Small group of support for maths (outside class if needed e.g. Plus 1/Power of 2)•Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats•Phonological Awareness programme•Working Memory Group e Precision Teaching e	Targeted ProvisionProvision for needs that are additional and different•Provision Map•As above in Universal Provision•Fine Motor skills programme•Gross Motor skills programme•Differentiated PE resources – spider balls, balloon balls etc.•Sports events – additional preparation•Handwriting scheme	Targeted ProvisionProvision for needs that are additional and differentProvision MapAs above in Universal ProvisionAlternative lunch-time provisionIncredible 5 Point ScalesComic strip conversationsBreathing/calm exercisesSocially SpeakingTalk About (social skills)Use of buddy systemReflection TimeSchool Counsellor Play in TherapyNurture time- daily check ins	



Communication and Interaction Including ASD & SCLN	<b>Cognition and Learning</b> Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD <b>)</b>	Sensory and/or Physical Visual Impairment; Hearing Impairment;, Multi-Sensory Impairment; Physical Disability	Social, Mental and Emotional Health Including ADHD
Specialist Provision Provision for specialist needs	Specialist Provision Provision for specialist needs	Specialist Provision Provision for specialist needs	Specialist Provision Provision for specialist needs
<ul> <li>Individual Provision Plan or EHCP</li> <li>As above in Universal and Targeted Provision</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 trained TA</li> <li>Individual visual timetables / schedule</li> <li>Individual ICT programmes</li> <li>Work station for part of day</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>Access to Calm Place</li> <li>Increased Adult Support</li> <li>Additional planning and arrangements for transition</li> <li>Home/School book</li> </ul>	<ul> <li>Individual Provision Plan or EHCP</li> <li>As above in Universal and Targeted Provision</li> <li>Personalised Engagement Curriculum and Assessment</li> <li>Separate pre-teaching of class learning or personalised pre- teaching</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</li> <li>One to one support for maths outside class e.g. Counting to Calculating</li> <li>Toe by Toe</li> <li>List of current and future topic words</li> <li>TA support daily with IPM outcomes</li> <li>Individual planning and arrangements for transition</li> <li>Outside agency advice</li> <li>Efficient word processing</li> <li>Dyslexia packs</li> <li>Specific identified coloured overlays/rulers/books/paper</li> <li>Task Board</li> </ul>	<ul> <li>Individual Provision Plan or EHCP</li> <li>As above in Universal and Targeted Provision</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 intimate care plan</li> <li>Individual Accessibility Plan</li> <li>Access to enlarged resources</li> <li>Awareness of fatigue</li> <li>Theodorescu – fine motor</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. personal weighted blanket)</li> <li>TA support in PE/dance/games</li> </ul>	<ul> <li>Individual Provision Plan or EHCP</li> <li>As above in Universal and Targeted Provision</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>Individual seating or work station for aiding concentration for part of day</li> <li>Home school liaison book</li> <li>Weekly feedback to parents</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>Draw and Talk</li> </ul>



### Teachers Standards -Standard 5: Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### SEN Code of Practice- Special educational provision in schools

- 6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- 6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered

### Equality Act 2010

Schools have a statutory duty under Equality Act 2010 to take such steps as is reasonable to have to take to avoid substantial disadvantage to a disabled child caused by a provision, criterion or practice applied by or on behalf of a school. The school is required to take positive steps to ensure that disabled pupils can fully participate in the education provided by the school. The Act permits more favourable treatment of disabled pupils. The requirement applies irrespective of whether a child has an EHC plan or not. What is "reasonable" varies according to the circumstances.