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Communication and Interaction Including ASD & SCLN	Cognition and Learning Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)	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	Cognition and Learning Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)	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
 Individual Provision Plan or EHCP As above in Universal and Targeted Provision Personalised Engagement Curriculum and Assessment Personalised timetable Individual Speech therapy Care Plans. Intervention delivered by Speech therapist or trained TA Individual visual timetables / schedule Individual ICT programmes Work station for part of day Outside agency advice Individual risk assessments Augmented Communication aids Sensory Diet; Fun Fit; TAC PAC; Access to Calm Place Increased Adult Support Additional planning and arrangements for transition Home/School book 	 Individual Provision Plan or EHCP As above in Universal and Targeted Provision Personalised Engagement Curriculum and Assessment Separate pre-teaching of class learning or personalised pre- teaching Reinforcement practice of class learning Use of individual ICT programmes targeting learning e.g. word/number shark, star spell; Nessy etc) One to one support for literacy outside class e.g. RWInc, Fresh Start One to one support for maths outside class e.g. Counting to Calculating Toe by Toe List of current and future topic words TA support daily with IPM outcomes Individual planning and arrangements for transition Outside agency advice Efficient word processing Dyslexia packs Specific identified coloured overlays/rulers/books/paper Task Board 	 Individual Provision Plan or EHCP As above in Universal and Targeted Provision Personalised Engagement Curriculum and Assessment Provision of specialist equipment – ICT, sloping board, grips, sticky mats, special cushion etc Individual handwriting/fine motor skills work TA support/monitoring at lunchtimes Individual planning and arrangements for transition Outside agency advice Individual intimate care plan Individual Accessibility Plan Access to enlarged resources Awareness of fatigue Theodorescu – fine motor Physio exercises Classroom access Chewy toys (chewelery) Ear defenders Stress toys Other sensory aids (e.g. personal weighted blanket) TA support in PE/dance/games 	 Individual Provision Plan or EHCP As above in Universal and Targeted Provision Personalised Engagement Curriculum and Assessment Individual reward/sanction TA support – communication of feelings TA support individual debriefing/pre-empting Individual Behaviour Plan Playtime monitoring Anger Management Counselling from outside agency – referral made Individual seating or work station for aiding concentration for part of day Home school liaison book Weekly feedback to parents Time out system and space Additional transition arrangements Individual risk assessments Planned used of physical positive handling (Team Teach) CAMHS involvement and referral Draw and Talk



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.