



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 <i>provision for all</i></p> <ul style="list-style-type: none"> ○ Flexible teaching arrangements ○ Structured school and classroom routines ○ Warning of change ○ Differentiated curriculum delivery e.g. simplified language ○ Increased visual aids/modelling etc. ○ Visual timetables ○ Use of symbols; PECs ○ ICT programmes to support language ○ Small world play and Role Play ○ Repetition/clarification of instructions ○ Forest School sessions ○ Opportunities to work with younger/older pupils ○ Collective worship with appropriate signs and visual aids used 	<p style="text-align: center;">Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> ○ Quality first teaching ○ Visual, auditory, and kinaesthetic multi-sensory teaching approaches ○ Metacognition and growth mindset strategies ○ Long-term memory strategies ○ Consistent routines and systems across the whole school ○ Streamed phonics teaching across KS1 ○ Forest School sessions ○ Multi- sensory literacy approach- Talk For Writing ○ Differentiated tasks ○ Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording 	<p style="text-align: center;">Universal Provision <i>provision for all</i></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 ○ Multi-sensory equipment ○ Construction ○ 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 	<p style="text-align: center;">Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> ○ Whole school behaviour policy ○ Class charter ○ Positive behaviour strategies such as dojo ○ Structured school and classroom routines ○ Positive reward systems ○ Consistent and progressive sanction system for when rules broken ○ School Council ○ Teaching listening through jigsaw lessons ○ Use of puzzles and games ○ Involvement in after school clubs ○ Individual job and responsibility e.g., RE leaders, Sports Leader, ICT leaders, librarians, school council, eco-warriors, playground buddies ○ Support of lunchtime supervisors at lunchtime ○ Jigsaw curriculum weekly focus on social, emotional aspects of learning and mental wellbeing ○ Playground friends and buddies available ○ VAK - variety of teaching styles used to suit pupils ○ Visual timetables ○ Use of symbols- widget software ○ Use of first-hand experiences to stimulate learning ○ Trusted Adult Scheme ○ Staff trained in emotional coaching ○ Staff trained in First Aid ○ After school clubs ○ School camp in Y4 and Y6 ○ Forest school sessions ○ 2 Trained TIS practitioners

<ul style="list-style-type: none"> ○ Role play situations/Drama ○ 'Show and tell' / speaking opportunities ○ Pupil conferencing ○ Curriculum conversations ○ Extra-curricular activities ○ Y4 and Y6 residential trips ○ Playground buddies (Y6 supporting younger children at playtimes). ○ Vocabulary subject sheets for each unit. ○ All staff trained in vocabulary by speech and language therapist. ○ All staff trained in Autism and PDA awareness by Autism advisor. 	<ul style="list-style-type: none"> ○ Repetition/clarification of instructions ○ Differentiated output or outcome e.g. use of ICT, fewer sentences ○ ICT programmes- TT rockstar, Numbots, Mathletics, Maths Seeds, Reading Eggs, Reading Eggspress, Accelerated Reader. ○ Increased visual aids/modelling etc. ○ Visual timetables ○ Alphabet, word and number charts, mats, banks etc. ○ Use of puzzles and games ○ Illustrated dictionaries ○ Use of writing frames ○ Ensuring appropriate reading material available including: <ul style="list-style-type: none"> -Weekly spelling lists (phonics led) -Touch-type sessions -Structured Synthetic phonics approach e.g. Letters and sounds -Multi-sensory phonics approach e.g., Read Write Inc. (RWInc) ○ Pastel backgrounds on Interactive Whiteboards ○ Individual whites board ○ Vocabulary subject sheets for each unit. 	<ul style="list-style-type: none"> ○ Written signs for class labels in classes ○ Seating arrangements (r-handed, l-handed etc) ○ Forest school sessions ○ Visually clear classrooms ○ Level access or ramps to all areas of the school ○ Stimulating external play areas ○ Accessible toilets ○ Interactive displays ○ Appropriately sized tables, chairs and furniture for each class to give full access for pupils ○ Access to our "Reflection garden." ○ All staff trained in meeting children's sensory needs by occupational therapist. 	<ul style="list-style-type: none"> ○ Staff trained in positive behavioural strategies.
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	<ul style="list-style-type: none"> ○ Schemes of work to meet the needs of all learners ○ Maths specialist working in Y3 and Y6 ○ Literacy and maths toolkits in classrooms 		
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<p style="text-align: center;">Targeted Provision</p> <p style="text-align: center;"><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Speech and Language support groups ○ Individual Provision Map (APDR) ○ NELI programme (Nuffield Early language intervention) ○ Forest school small group sessions ○ Stay and play and Breakfast club ○ Small group social skills sessions. ○ 	<p style="text-align: center;">Targeted Provision</p> <p style="text-align: center;"><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map ○ In-class TA support for literacy ○ In-class TA support for Numeracy ○ Differentiated resources ○ Multi-sensory letter work & spelling programmes ○ Task Board ○ Group use of ICT programmes ○ Small group support for literacy during lessons ○ Small group support for maths outside class 	<p style="text-align: center;">Targeted Provision</p> <p style="text-align: center;"><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map ○ Fine Motor skills programme ○ Gross Motor skills programme ○ Differentiated PE resources ○ Sports events - additional preparation ○ Handwriting scheme ○ Fun Fit ○ Calm areas ○ Access to sensory equipment ○ Small group forest school sessions 	<p style="text-align: center;">Targeted Provision</p> <p style="text-align: center;"><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map (APDR) ○ Alternative lunch-time provision ○ Social interventions e.g. Lego Therapy, group games sessions ○ Use of buddy system ○ Group forest school sessions ○ Children have trusted adults to meet and greet them in the mornings ○ Social stories ○ Support at playtime where appropriate ○ Draw and talk ○ Group or individual TIS sessions ○ Yoga sessions ○ Mindfulness club ○ Social intervention- Konfident Kids intervention

	<ul style="list-style-type: none"> ○ Small group reading interventions- NTP (Y2) ○ Small group maths interventions- NTP (Y5,Y4,Y3). ○ Precision Teaching ○ Pastel paper ○ Teaching assistant support provided in afternoons where additional support is required ○ Recording equipment used as appropriate; ICT, iPad, talking tins ○ Phonics catch up interventions. ○ RWI fast track tutoring for phonics. 		
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<p>Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map (APDR) or EHCP ○ Engagement curriculum ○ Personalised timetable ○ Individual Speech therapy Care Plans regularly reviewed by speech and language therapist 	<p>Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map or EHCP ○ Engagement curriculum ○ Pre-teaching of class learning or key vocabulary ○ Reinforcement practice of class learning 	<p>Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map or EHCP ○ Provision of specialist equipment - ICT, sloping board, grips, sticky mats, special cushion etc 	<p>Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map (APDR) or EHCP ○ Individual reward/sanction ○ TA support - communication of feelings ○ TA support individual debriefing/pre-empting ○ Individual or group cookery sessions to build relationships with adults and peers. ○ Individual Behaviour Plan ○ Playtime monitoring ○ Counselling from outside agency - clear therapy ○ Input from external agencies- educational psychologist, Kernow SEMH Support Service, CAMHs

<ul style="list-style-type: none"> ○ Intervention delivered by specialist TA ○ Individual visual timetables ○ Visual Supports eg Now/Next boards; Choice Boards; ○ Individual ICT programmes ○ Work station for part of day ○ Social stories ○ Outside agency advice ○ Individual risk assessments ○ Augmented Communication aids ○ Fun Fit ○ Sensory aids ○ Calm Place ○ Increased Adult Support ○ Additional planning and arrangements for transition ○ Home/School book ○ Ear Defenders ○ Chewy toys (chewelery) ○ Ear defenders ○ Stress toys ○ Other sensory aids (e.g. weighted blanket) ○ Draw and talk sessions ○ Closely work with the Autism Team. ○ Forest School sessions ○ Pre-teach key vocabulary sessions ○ Shape coding 	<ul style="list-style-type: none"> ○ One to one support for literacy outside class e.g. RWInc ○ One to one support for maths outside class ○ Toe by Toe ○ List of current and future topic words ○ TA/ teacher support daily ○ Individual arrangements for SATs ○ Additional planning and arrangements for transition ○ Outside agency advice-Cognition and learning team, educational psychologist, physical and medical needs service. ○ Efficient word processing ○ Tinted overlays/rulers ○ Precision teaching 	<ul style="list-style-type: none"> ○ Individual handwriting/fine motor skills work ○ TA support/monitoring at lunchtimes ○ Individual planning and arrangements for transition ○ Outside agency advice-Occupational therapist, physiotherapist, physical and medical needs service, school nurse, teacher of the deaf. ○ Individual risk assessment ○ Individual intimate care plan ○ Individual manual handling plan ○ Access to enlarged resources ○ Awareness of fatigue ○ Scribe provided ○ Handwriting ○ Daily physio exercises and sessions ○ Variety of sensory breaks on offer to meet children's sensory needs ○ Classroom access 	<ul style="list-style-type: none"> ○ Individual seating or work station for aiding concentration for part of day ○ Home school liaison book ○ weekly feedback to parents face-to-face ○ Calm area inside and outside of class ○ Additional transition arrangements ○ Individual risk assessments ○ Internal exclusion ○ Planned used of physical positive handling (Team Teach) ○ CAMHS involvement and referral ○ Penhaligon's Friends (bereavement support) ○ Dreadnought referrals ○ The Wave Project ○ Draw and Talk ○ Learning Mentor 1:1 Sessions ○ Individual forest school sessions ○ TIS Sessions ○ Team around the child meetings (TAC) ○ Emotionally available adult ○ All staff trained in PRICE ○ Alternative provision including gymnastics, BF adventure, Imagine Outdoors and horse-riding. ○
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<ul style="list-style-type: none">○ Alternative provision including gymnastics, BF adventure, Imagine Outdoors and horse-riding.		<ul style="list-style-type: none">○ Chewy toys (chewelery)○ Ear defenders○ Stress toys○ Other sensory aids (e.g. weighted blanket)○ TA support in PE/dance/games○ Staff trained in supporting children with specialist communication aids e.g., hearing system/ radio hearing aids○ Staff trained with supporting children with specialist mobility aids e.g., walker, wheelchair, splints○ All staff trained in PRICE○ Alternative provision including gymnastics, BF adventure, Imagine Outdoors and horse-riding.○	
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