



Whole School Provision: Support for Communication and Interaction Needs

<u>Universal</u>	<u>Targeted</u>	<u>Specialist</u>
• Whole class visual timetables • Clear structures and routines • Digital or sand timers • Visuals to support key vocabulary or messages. • Praise used to recognise contribution as well as specific responses. • Adults in the class check in with children during independent tasks and provide reminders. • Adults model language for children to use or adapt. • Wait time provided for children to process questions or instructions. • Opportunities provided to practise key language in pairs or small groups. • Scaffolding of instructions and information. • Key language displayed on classroom working walls and referred to in lessons. • Vocabulary highlighted at the beginning of lessons and recycled so children revisit it many times. • Incorrect use of language modelled back correctly to child without negative feedback. • Regular opportunities for children to explain tasks and show understanding. • Questioning differentiated to increase opportunity for success. • Specific child's name used before instructions, which are simplified and supported with actions or visuals.	• Individual visual timetable • Now and then charts to support understanding of tasks. • Regular access to ear defenders when the space or noise becomes overwhelming. • Supported transition planning between classes and between different activities. • Speech and Language resources used to support individual children's targets. • Speech skills intervention groups. • Social communication groups with ELSA practitioners to support social understanding and emotional literacy. • Regular, planned access to a safe, calm space. • Use of social stories to explain key concepts or situations. • Specific roles given to children in group tasks to support social communication.	• Use of TEACCH structure to increase independent working practices. • 1 to 1 support for learning tasks so they can be adapted specifically to the child's needs and interests. • Bucket Activity intervention • SALT interventions from specialist staff, observed by school staff • 1 to 1 SALT interventions • Adapted space within the classroom to provide space and belonging.



Whole School Provision: Support for Cognition and Learning Needs

<u>Universal</u>	<u>Targeted</u>	<u>Specialist</u>
• Visuals to support key vocabulary or messages. • Regular and repeated use of concrete materials so children 'do' practical activities to support more abstract learning. • Praise used to recognise contribution and effort as well as specific responses. • Adults in the class check in with children during independent tasks and provide reminders of tasks. • Mini whiteboards available for children to try out ideas or record key words. • Sentence starters and sentence frames model key language and ideas. Teachers say and show ideas. • Seating plans in place that are planned so children with difficulties have clear sight of board and access to teacher. • Use of reading buddies to support access to texts across the curriculum. • Texts carefully chosen to enable access. • Key language displayed on classroom working walls and referred to in lessons. • Use of word banks / spelling charts so children can check their own writing. • Regular opportunities for children to talk through ideas and sentences before writing. • Marking of errors limited to just 1 or 2 key foci to avoid children being overwhelmed. • Pre-teach / post-teach to support children with key vocabulary and ideas. May be in small groups.	• Use of different coloured paper in exercise books and photocopies. • Opportunities to record ideas and work in different ways, for example using a scribe or drawing information. • Small group interventions on Phonics or Reading skills outside of normal year group provision. • Small group interventions on specific Maths difficulties related to assessment. • Use of Wesford, YARC and Dyslexia Portfolio to help identify and inform support for key aspects of Literacy difficulties. • Use of Dyscalculia assessment to identify and inform support for Maths difficulties. • Access to learning materials and input from suitable year groups to fill gaps and increase opportunities for success. • Differentiated learning matched closely to whole class learning so that children feel included. • Writing focused on key tasks with more routine writing provided for the child. • Access to alternative recording methods through Clicker and support sessions so children grow confident in using this.	• 1 to 1 support for learning tasks so they can be adapted specifically to the child's needs and interests. • Adapted and individualised learning tasks that show progress over time.



Whole School Provision: Support for Social, Emotional and Mental Health Needs

<u>Universal</u>	<u>Targeted</u>	<u>Specialist</u>
• Clear structures and routines • Staff behave in a calm and respectful way to all children. • Jobs given within class to help children feel that they belong. • Seating plans used so children know their space in the classroom. • Praise and rewards to support self-esteem. Rewards given for a range of reasons. • Consistent behaviour expectations that children are reminded of regularly. • Behaviour policy includes reflection on behaviour to support understanding of how to repair situations and move on. • Opportunities for children to share interests and information from outside school. • Children given choices to support them in moving forward or making decisions, and give some control. • Good communication in school as to situations that could affect children's behaviours. • Regular use of movement in class – through sensory circuits or jobs. • PSHE and other lessons offer opportunities to talk through life situations and develop emotional literacy. • Forest school for all classes one term a year. • Short-term ELSA support / social groups.	• Individual timetabled check-ins with staff for emotional wellbeing. • Regular, planned ccess to calm box and activities. • Individual work station. • Prompts to use calm space or break out space when adults see child becoming overwhelmed. • Opportunities for child to go to a calm, identified space when they need to regulate emotions. Planned, regular use of this space. • ELSA support, either 1 to 1 or in small groups as part of long-term support plan. • Individual prompt cards or emotion pictures to help children identify when they need support.	• 1 to 1 intervention focused on providing key time to talk or just 'be' • Referral to CAMHS or Wiltshire Emotional Wellbeing Service • Reduced timetable or adapted provision to support integration or re-integration into school. • 1 to 1 in-class support to help children recognise and regulate emotions.



Whole School Provision: Support for Sensory and Physical Needs

<u>Universal</u>	<u>Targeted</u>	<u>Specialist</u>
• All staff have access to information about children's sensory needs. • Seating plans seek to limit sensory disturbance and are written with needs in mind. • Calming classrooms theories followed in classroom environment. • Staff provide additional check-ins for children to make sure they have heard and understood instructions. • Visual support provided for key messages and information. • Clear expectations of noise levels during learning tasks, which are enforced by staff. • Sensory circuits used, both individually and with whole class. • Pencil grips and adapted pens / pencils available. • Writing slope, wobble cushion and seating pads available. • Access to fidget toys and chair bands. • Regular audits done of physical school environment to identify and improve areas where accessibility may be difficult. • Corridors and access points kept clear to allow everyone to move around the school easily.	• Access to ear defenders when required (on a regular basis). • Individual expectations for tasks where sensory overload may be difficult. • Adaptations made to uniform expectations when discussed individually. • Access to physical strengthening equipment and exercises as recommended by professionals. • 1 to 1 ELSA work to talk through difficulties and try out strategies as part of a long-term support plan.	• Access to small nurture room with support. • Different space provided for eating (with friend accompanying them). • Access to ICT that can support learning.