

	<b>ALL children</b> (Universal provision)	<b>SOME children</b> (Additional →Enhanced support)	<b>A FEW children</b> (Personalised support)
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>• Quality teaching is embedded. Curriculum is differentiated at planning, delivery and outcome stages.</li> <li>• Next steps to learning identified in marking.</li> <li>• Use of ICT to enhance teaching and learning.</li> <li>• Clear sharing of Learning Objectives &amp; Success Criteria</li> <li>• Clear targets and identification of next steps shared</li> <li>• Child-led learning</li> <li>• Dyslexia friendly classroom</li> <li>• Effective questioning</li> <li>• Challenging work for all</li> <li>• Individual and group reading</li> <li>• Regular pupil progress meetings held.</li> <li>• Performance management for all staff.</li> <li>• Regular monitoring of teaching quality.</li> <li>• Feedback to parents at least termly.</li> <li>• Additional staff training as necessary.</li> <li>• Scholar tracking</li> <li>• Visual timetables</li> <li>• Visual clues</li> <li>• Displays to support learning</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate assessments by SENCO.</li> <li>• Focused writing skills groups.</li> <li>• Increased visual aids/task boards.</li> <li>• Targeted individual reading/guided reading.</li> <li>• Additional individual reading.</li> <li>• Precision teaching.</li> <li>• Targeted intervention groups.</li> <li>• Increased access to laptop or IT resources</li> <li>• Additional phonics teaching.</li> <li>• All interventions assessed for effectiveness.</li> <li>• Directed LSA support in classes.</li> <li>• Word walls</li> <li>• Now and Next boards</li> <li>• Writing frames</li> </ul>	<ul style="list-style-type: none"> <li>• Advice from Outreach Team</li> <li>• Referral to EP/LLS/SALT/OT</li> <li>• Additional Intensive phonics/reading skills teaching.</li> <li>• Use of laptop.</li> <li>• SEND arrangements written and reviewed termly.</li> <li>• Regular meetings with parents.</li> <li>• Directed LSA support.</li> <li>• Liaison with specialist services.</li> <li>• 1:1 English/Maths support.</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Communication and Interaction</b></p>	<ul style="list-style-type: none"> <li>• PSHE work is high profile.</li> <li>• Talk partners regularly used in class.</li> <li>• Structured school and class routines.</li> <li>• Classroom responsibilities.</li> <li>• Visual timetables displayed in classrooms.</li> <li>• Sound charts in classrooms.</li> <li>• Opportunities for performance (assemblies).</li> <li>• Chunking instructions</li> <li>• Outdoor learning opportunities</li> <li>• Speech and Language as part of differentiated planning and creative curriculum.</li> <li>• Positive verbal feedback.</li> <li>• Daily circle time.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of individual visual timetables/desk reminders.</li> <li>• Language development group, including pre-teaching of key vocabulary.</li> <li>• EAL additional support (visual).</li> <li>• Sequencing using pictures and text.</li> <li>• Access to voice recording equipment.</li> <li>• Time to talk.</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and Language therapy group or individual work.</li> <li>• Liaison with Outreach services.</li> <li>• Liaison with Speech and Language services.</li> <li>• Use of symbols.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Sensory and Physical</b></p>	<ul style="list-style-type: none"> <li>• Flexible teaching arrangements.</li> <li>• School day experiences are fully inclusive of children with additional needs.</li> <li>• Disabled toilets</li> <li>• Appropriate seating for all.</li> <li>• Play Leaders at break time.</li> <li>• Motor development promoted through active PE.</li> <li>• All staff receive basic first aid training.</li> <li>• Additional staff training provided for hearing, visual impairments, and physical needs.</li> <li>• Outdoor learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Fine motor skills activities.</li> <li>• Use of specialised resources (grips, slopes/raised line paper, coloured filters etc).</li> <li>• Use of enlarged text/recorded materials.</li> <li>• Fiddle toys and fidget seats.</li> <li>• Directed LSA support.</li> <li>• Movement breaks/time out.</li> <li>• Writing slopes/pencil grips/coloured overlays and whiteboards etc as necessary.</li> <li>• Adapted resources</li> </ul>	<ul style="list-style-type: none"> <li>• Motor skills as directed by Occupational Therapy.</li> <li>• Specialist ICT assessment.</li> <li>• Risk assessments for residential trips and relevant day visits.</li> <li>• Opportunity to follow physiotherapy recommendations and use specific equipment.</li> </ul>

<b>Social, Mental and Emotional Health</b>	<ul style="list-style-type: none"> <li>• Whole school anti-bullying policy</li> <li>• School values identified, celebrated and discussed.</li> <li>• Behaviour system displayed in classrooms and adhered to.</li> <li>• ‘Excellence Postcards’ sent home</li> <li>• Whole school and class rules.</li> <li>• Structured routines.</li> <li>• Class assemblies.</li> <li>• Celebration assemblies with teacher achievement awards, Head Teacher awards and termly governor awards.</li> <li>• Classroom responsibilities.</li> <li>• All staff trained in ‘Positive Touch’.</li> <li>• Worry box provided.</li> <li>• Poor/ late attendance – phone call home and monitored over time.</li> <li>• Safeguarding concerns monitored.</li> <li>• Key person for each pupil identified.</li> <li>• Positive reinforcement of behaviour through stickers/rewards.</li> <li>• Open door policy.</li> <li>• Staff available to facilitate emotional well-being and social interaction at playtime.</li> </ul>	<ul style="list-style-type: none"> <li>• Optional Lunchtime Club support.</li> <li>• Anger management and calming strategies.</li> <li>• Involvement of EWO for attendance.</li> <li>• Lego Therapy/Drawing Therapy group.</li> <li>• Directed LSA support including settling activities.</li> <li>• Focused circle time.</li> <li>• Social stories.</li> <li>• Behaviour support plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment by Behaviour Support Specialist.</li> <li>• Individual Behaviour Plan.</li> <li>• Individual reward system with home involvement.</li> <li>• Home/school record.</li> <li>• Support for transition into year R, between year groups and transfer to secondary school.</li> <li>• Individual lunchtime programme.</li> <li>• Referral to CAMHs.</li> </ul>
--	--	--	---

\*Provision may be adjusted to cater for changing needs.