



Area of Need	Provision for all children UNIVERSAL	Provision for some children TARGETED <i>(likely to have a My Plan/My Plan+)</i>	Provision for a few children SPECIALIST <i>(likely to have a My Plan+/EHCP)</i>
<p>Cognition and Learning</p> <p>This includes children who have difficulty with learning, thinking and understanding or who have developmental delay. They may have features of moderate, severe or profound learning difficulties or specific learning difficulties (dyslexia and dyspraxia).</p>	<ul style="list-style-type: none"> • Quality First Teach • Differentiated curriculum planning, activities and outcome. • Differentiated delivery. • Guided and group sessions. • Visual timetable • Visual/ practical resources • Access to practical equipment, 100 squares, Numicon, sound mats, tricky words, dictionaries, writing frames, coloured exercise books/paper, coloured overlays. • Reading buddies • TA support in class. • Wake and Shake/Zumba 	<ul style="list-style-type: none"> • Booster maths - additional sessions (Teacher) • Booster literacy - additional sessions (Teacher) • Five Minute Box- maths (TA-KS1) • Springboard for Maths (TA-KS1) • 1:1 Read Write Inc. programme • Phonics Books reading scheme. • Dancing Bears (Teacher/TA) • Apples and Pears (TA) • Additional guided reading sessions • Formation and handwriting support • In class TA targeted support • Multi- sensory spelling practice • Nurture group (*see below) (TA) • Individual mentoring 	<ul style="list-style-type: none"> • Speech and Language Target sessions (TA) • Intense maths support (Teacher) • Intense literacy support (Teacher) • Intense phonic support (TA) • Stareway to Spelling (Teacher/TA-KS2) • Nessy Dyslexia programme (TA) • Advisory Teaching Service • Educational Psychologist
<p>Communication and Interaction</p> <p>This includes children with speech and language difficulties and disorders and autistic spectrum disorders including Asperger's Syndrome.</p>	<ul style="list-style-type: none"> • Quality First Teach • Differentiated curriculum planning, activities and outcome, including simplified language • Increased visual prompts, including Communicate in Print • Visual timetables • In class TA targeted support 	<ul style="list-style-type: none"> • In class TA support focus on speech and language • Talk Boost (EYFS and KS1) • Social stories • TA targeted support • Language for Learning (TA) • Communicate in Print resources • Black Sheep (language programme) (TA) 	<ul style="list-style-type: none"> • Speech and Language therapy input and guided support 1-1 (TA) • Speech and Language referral service • C and I team input and resources 1-1 (Advisory Teaching Service) • Language for Thinking (TA) • Rhodes to Language • Selective Mutism Intervention

	<ul style="list-style-type: none"> • Structured routines (school and class) 		<ul style="list-style-type: none"> • Social Stories
<p>Social, emotional and mental health needs. Pupils with social, emotional, mental and behavioural needs cover the full range of ability and severity. Their behaviours present a barrier to learning and persist despite the implementation of an effective school behaviour policy and personal/social curriculum. They may be withdrawn or isolated, disruptive and disturbing, have immature social skills or present challenging behaviours.</p>	<ul style="list-style-type: none"> • Whole School Behaviour Policy • Whole school marking system - <i>Green for Growth</i>, <i>Purple Polishing</i>, <i>Tickled Pink</i>, • Whole school and class rules • Class and whole school reward and sanctions systems (linked to <i>Growth Mindset Qualities</i>) 	<ul style="list-style-type: none"> • Small group support and social stories (as and when appropriate) • Time out sessions with TA as appropriate • Cool Down Box • Fidget toys • Nurture group (*see below) 	<ul style="list-style-type: none"> • High level of care and supervision • Individual mentoring support sessions 1-1 (TA) • Individual reward systems • Consequence triangles (behaviour system) • Home- school record/ diary • Lego Play Therapy • Play Therapy • Access to CYPS (children and young person's services) • Social Care support • School Nurse advisory service • Advisory Teaching Service
<p>Sensory and Physical This includes children with a range of significant visual or hearing difficulties and children with physical disabilities which impede their learning in school and their ability to take part in the curriculum.</p>	<ul style="list-style-type: none"> • Differentiated planning, resources and outcomes linked to area of difficulty. • Staff aware of difficulty to ensure child is sat within classroom in a good position to see and hear teacher. • Writing slopes available • Weighted seating available • Posture cushions available • Pencil grips • Enlarged resources • TA support in class • Wake and Shake/Zumba 	<ul style="list-style-type: none"> • Fizzy programme- small group (TA) • Write from the Start Programme • Additional support - gross and fine motor control 	<ul style="list-style-type: none"> • High level of care and supervision to access the school curriculum and manage any health/medical needs • Referral to external support services eg. Teacher of the Deaf /ENT /Audiology/VI/ Ophthalmology/ Mobility & Independence Officer • Physiotherapy programme 1 - 1 • Occupational Therapy • Advisory Teaching Service

***Nurture group**

Activities to include- *Brain Gym, Turnabout, Dough Disco, Write Dance, Tap Sticks, Cup Songs, Time for Talk, Yoga*