



<b>Communication and Interaction</b> <i>Including ASD &amp; SCLN</i>	<b>Cognition and Learning</b> <i>Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)</i>	<b>Sensory and/or Physical</b> <i>Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability,</i>	<b>Social, Mental and Emotional Health</b> <i>Including ADHD</i>
<p style="text-align: center;"><b>Universal Provision</b> <i>provision for all</i></p> <ul style="list-style-type: none"> <li>○ Adaptive teaching approaches</li> <li>○ Structured school and classroom routines</li> <li>○ Warning of change</li> <li>○ Adapted curriculum delivery e.g. simplified language</li> <li>○ Increased visual aids/modelling etc.</li> <li>○ Repetition/clarification of instructions</li> <li>○ Opportunities to work with younger/older pupils</li> <li>○ Leadership Roles</li> <li>○ Clutter free, clearly organised rooms</li> </ul>	<p style="text-align: center;"><b>Universal Provision</b> <i>provision for all</i></p> <ul style="list-style-type: none"> <li>○ Opportunities to overlearn (don't rush through topics)</li> <li>○ Adaptive teaching approaches e.g. simplified language, slower lesson pace, supportive sheet for recording, use of writing frames, sentence starters</li> <li>○ Repetition/clarification of instructions</li> <li>○ Adapted output or outcome e.g. use of ICT, fewer sentences</li> <li>○ Increased visual aids/modelling e.g. alphabet, word and number charts, mats,</li> <li>○ Ensuring appropriate reading material available</li> <li>○ Break tasks into chunks.</li> <li>○ Make links to prior learning explicit.</li> <li>○ Knowledge organisers</li> <li>○ Larger font size</li> <li>○ Pastel colour</li> <li>○ Use of ICT</li> </ul>	<p style="text-align: center;"><b>Universal Provision</b> <i>provision for all</i></p> <ul style="list-style-type: none"> <li>○ Seating arrangements</li> <li>○ Handwriting/fine motor skill programme</li> <li>○ Specialist resources - pencil grips, triangular pencils, variety of types of scissors</li> <li>○ Multi-sensory equipment</li> <li>○ Tools and materials adapted</li> <li>○ Range of equipment &amp; opportunities for balancing, exploring etc.</li> <li>○ Provision of left-handed equipment</li> </ul>	<p style="text-align: center;"><b>Universal Provision</b> <i>provision for all</i></p> <ul style="list-style-type: none"> <li>○ Whole school relationship and behaviour policy including positive behaviour strategies and restorative practice</li> <li>○ Structured school and classroom routines</li> <li>○ Positive reward systems</li> <li>○ Explicitly teaching listening</li> <li>○ Involvement in after school clubs</li> <li>○ Individual job and responsibility</li> <li>○ Mental Well Being PHSE curriculum</li> <li>○ Playground friends and buddies available</li> <li>○ Visual timetables</li> <li>○ Teacher check ins, thresholding, relational approach</li> <li>○ Staff support co-regulation</li> <li>○ Address the underlying problem not the observed behaviour</li> </ul>



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<p style="text-align: center;"><b>Targeted Provision</b></p> <p><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> <li>○ Speech and Language support groups</li> <li>○ Visual timetables</li> <li>○ Individual Provision Maps</li> <li>○ Modelling of good language throughout the school.</li> <li>○ 1:1 Speech and Language sessions</li> <li>○ Kinaesthetic and visual storytelling strategies.</li> <li>○ Circle time</li> <li>○ Peer mentoring</li> <li>○ ASC/D School Champion</li> <li>○ ICT programmes to support language</li> </ul>	<p style="text-align: center;"><b>Targeted Provision</b></p> <p><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map</li> <li>○ Targeted interventions</li> <li>○ Task Boards- 'Now and Next'</li> <li>○ Targeted resources e.g. writing slopes</li> <li>○ Adapted homework expectations</li> <li>○ Visual timetables</li> </ul>	<p style="text-align: center;"><b>Targeted Provision</b></p> <p><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map</li> <li>○ Fine Motor skills programme</li> <li>○ Gross Motor skills programme</li> <li>○ Sports events/school trips - additional preparation</li> <li>○ Handwriting scheme</li> <li>○ ICT resources available</li> <li>○ Touch typing</li> <li>○ Sensory resources e.g. weighted blanket, chewy pens and ear defenders</li> <li>○ Sensory time out provision</li> <li>○ Snack breaks.</li> <li>○ Corridor card/pass</li> </ul>	<p style="text-align: center;"><b>Targeted Provision</b></p> <p><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map</li> <li>○ Alternative lunch-time provision</li> <li>○ Use of buddy system</li> <li>○ Targeted interventions</li> <li>○ Access to external agencies where reasonable and appropriate</li> </ul>



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<p style="text-align: center;"><b>Specialist Provision</b> <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map or EHCP</li> <li>○ Personalised timetable</li> <li>○ Individual Speech therapy Care Plans.</li> <li>○ Intervention advised by Speech therapist</li> <li>○ Individual visual timetables / schedule</li> <li>○ Visual Supports e.g. Now/Next boards, choice boards</li> <li>○ Individual ICT programmes</li> <li>○ Seating arrangements</li> <li>○ Outside agency advice</li> <li>○ Individual risk assessments</li> <li>○ Augmented Communication aids</li> <li>○ Sensory Diet</li> <li>○ Sensory aids</li> <li>○ Increased Adult Support</li> <li>○ Additional planning and arrangements for transition</li> <li>○ Home/School link</li> <li>○ ASC Team</li> <li>○ Enhanced transition</li> </ul>	<p style="text-align: center;"><b>Specialist Provision</b> <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map or EHCP</li> <li>○ Pre-teaching of class learning</li> <li>○ Use of individual ICT and ICT resources</li> <li>○ Targeted interventions</li> <li>○ Individual arrangements for examinations e.g. phonics/SATS/GCSE's</li> <li>○ Enhanced transition</li> <li>○ Outside agency advice, including from Cognition and Learning Team</li> </ul>	<p style="text-align: center;"><b>Specialist Provision</b> <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map or EHCP</li> <li>○ Provision of specialist equipment - ICT, sloping board, grips, sticky mats, special cushion etc</li> <li>○ Individual handwriting/fine motor skills work</li> <li>○ Outside agency advice</li> <li>○ Individual risk assessment</li> <li>○ Individual intimate care plan</li> <li>○ Individual manual handling plan</li> <li>○ Access to enlarged resources</li> <li>○ Awareness of fatigue</li> <li>○ Food breaks</li> <li>○ sensory and occupational therapy aids</li> <li>○ Adapted PE resources</li> <li>○ Supervised sensory breaks</li> <li>○ OT referral</li> <li>○ Enhanced transition</li> </ul>	<p style="text-align: center;"><b>Specialist Provision</b> <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map or EHCP</li> <li>○ Individual reward/sanction scheme</li> <li>○ Identified safe adults support individual debriefing/pre-empting</li> <li>○ Advice from outside agency</li> <li>○ Individual seating or workstation for aiding concentration for part of day</li> <li>○ Enhance home/school link</li> <li>○ Time out system and space</li> <li>○ Enhance transition</li> <li>○ Individual risk assessments</li> <li>○ Reasonable adjustments to the behaviour policy</li> <li>○ CAMHS involvement</li> <li>○ Targeted interventions</li> </ul>