

Area of Need: Cognition and Learning		
Universal Provision (Quality First Teaching)	Additional Provision (Additional to class teaching)	High Need Provision (Different from)
<ul style="list-style-type: none"> • Differentiated curriculum - planning and work • Differentiated delivery - questioning and language • Differentiated outcome to meet objective • Differentiated homework • Learning broken down into manageable chunks • Use of writing frames • Use of ICT, story/cartoon board • Use of IPAD / Chromebooks • Careful consideration of position and seating in the classroom to aid learning potential • Extra thinking time to respond to questions • Preview key vocabulary • Revision opportunities • Teacher focus group • Comprehension groups • Visual timetables • Handwriting – Funky Fingers • Visual cues - pictorial/vocabulary wall • 1:1 reading • Pre teaching of new topics 	<ul style="list-style-type: none"> • Learning Support Plan (LSP) • English and maths catch-up interventions: • Additional RWInc • Touch typing • Busy Fingers • Talk Boost • Toe by Toe • Booster classes (y6) • Targeted in-class support from LSA • Reduced/increasingly Individualised timetable • Makaton • Speech and language intervention • Sensory Room 	<ul style="list-style-type: none"> • Education, Health and Care Plan (EHCP) • Small group or 1:1 support with additional adult • Individual LSA support for x% of the day • Referral to Educational Psychologist (EP) • Different from curriculum • Part-time placement • Targeted provision: speech and language therapist • Outside agency teaching, such as speech and language school • CAMHs

<ul style="list-style-type: none"> • Over-learning sessions • Individual pictorial/vocabulary boards • Reading rulers • Coloured books/paper • Writing slope • Wobble cushion • Additional resources, e.g. sound button 		
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Area of Need: Communication and Interaction		
Universal Provision (Quality First Teaching)	Additional Provision (Additional to class teaching)	High Need Provision (Different from)
<ul style="list-style-type: none"> • Differentiated curriculum - planning and work • Differentiated delivery - questioning and language • Visual timetables • Teacher modelling • Learning broken down into manageable chunks • Use of symbols • Pictorial support • Differentiated outcome to meet objective • Differentiated homework • Use of writing frames • Use of ICT, story/cartoon board 	<ul style="list-style-type: none"> • Learning Support Plan (LSP) • Targeted in-class support with speech and language • Use of additional IT • Speech and Language intervention- small group/1:1 • Small group social intervention group • Colourful semantics • Ear defenders • Zones of regulation • Sensory Room 	<ul style="list-style-type: none"> • Education, Health and Care Plan (EHCP) • Advice from the Educational Psychologist • (EP)/specialist teacher or educator • Russet House Outreach (specialist school for autism) • Low stimulus environment apart from the mainstream classroom • Work/task schedules • Different from curriculum • Speech and language therapist • Makaton • ARP out reach

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| <ul style="list-style-type: none">• Use of IPAD• Careful consideration of position and seating• in the classroom to aid learning potential• Extra thinking time to respond to questions• Preview key vocabulary• Revision opportunities• Teacher focus group• Comprehension groups• Visual cues - pictorial/vocabulary wall• 1:1 reading• Pre teaching of new topics• Over-learning sessions• Individual pictorial/vocabulary boards• Reading rulers• Coloured books/paper• Reward systems | | |
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Area of Need: Social, Emotional and Mental Health		
Universal Provision (Quality First Teaching)	Additional Provision (Additional to class teaching)	High Need Provision (Different from)
<ul style="list-style-type: none"> • Whole school behaviour policy - graduated response • Parental involvement • Individual behaviour plans/reward charts • Differentiation • Circle time/PSHE geared to supporting identified SEMH in class • Visual timetables • Nurturing curriculum • Learning broken down into manageable chunks • Fidget toys, stress balls • Quiet areas 	<ul style="list-style-type: none"> • Personal Support Plan • Learning Support Plan (LSP) • Safe person/safe space • Social skills group • Learning Coach • Zones of regulation • Ear defenders • Social stories • Sensory Room • Calm box activities • Time-out card 	<ul style="list-style-type: none"> • Education, Health and Care Plan (EHCP) • Risk Assessment • Reduced timetable • SWERRL team (Strengthening Wellbeing, Emotional health, Relationships and Readiness for Learning) • Educational Psychology involvement • CAMHS • Reintegration programme • Private therapist • Tavistock

Area of Need: Physical and/or Sensory		
Universal Provision (Quality First Teaching)	Additional Provision (Additional to class teaching)	High Need Provision (Different from)
<ul style="list-style-type: none"> • Differentiated curriculum - planning and work • Differentiated delivery - questioning and language • Flexible teaching arrangements • Enlarged print for individuals • Opportunities to access multisensory learning • Accessibility plan • Portable ramp, wheelchair • Writing slopes, pencil grips, wobble cushions • Ear defenders • Contrast friendly presentations e.g. yellow background, black writing • De-cluttered environments 	<ul style="list-style-type: none"> • Targeted interventions for area of need • Fine motor skills group • Sensory room • Magnifying glass • Funky Fingers • Occupational Therapy (OT) 	<ul style="list-style-type: none"> • Education, Health and Care Plan (EHCP) • Joseph Clarke Outreach (school for the visually impaired) • Enlarged print for individuals • Waverley Outreach (physical disabilities) • Individual LSA support • Different from curriculum