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| **Communication and Interaction***Including ASD & SCLN* | **Cognition and Learning***Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD****)*** | **Sensory and/or Physical***Visual Impairment; Hearing Impairment;I Multi-Sensory Impairment; Physical Disability,* | **Social, Mental and** Torre C of E AcademySchool Offer**Emotional Health***Including ADHD* |
| **Universal Provision***provision for all** Flexible teaching arrangements
* Structured school and classroom routines
* Warning of change
* Differentiated curriculum delivery e.g. simplified language
* Increased visual aids/modelling etc.
* Visual timetables
* Use of symbols; PECs
* ICT programmes to support language
* Small world play and Role Play
* Repetition/clarification of instructions
* Opportunities to work with younger/older pupils
* Assemblies with appropriate signs and visual aids used
* Role play situations/Drama
* ‘Show and tell’ / speaking opportunities
 | **Universal Provision***provision for all** Differentiated tasks
* Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording
* Repetition/clarification of instructions
* Differentiated output or outcome e.g. use of ICT, fewer sentences
* Increased visual aids/modelling etc.
* Visual timetables
* Phonics, word and number charts, mats, banks etc.
* Use of puzzles and games
* Illustrated dictionaries
* Use of writing frames
* Ensuring appropriate reading material available including
* Weekly spelling lists (phonics led)
* Touch-type sessions
* Structured Synthetic phonics approach eg. Letters and sounds
* Multi-sensory phonics approach e.g. Read Write Inc. (RWInc)
* Pastel backgrounds on Interactive Whiteboards
* Individual whites board
 | **Universal Provision***provision for all** Flexible seating arrangements
* Handwriting/fine motor control programme
* Specialist resources – pencil grips, triangular pencils, variety of types of scissors
* Multi-sensory equipment
* Construction
* Tools and Materials e.g. brushes/pencils, collage
* Range of equipment & opportunities for balancing, exploring etc.
* Brain gym exercises
* Sand and water play
* Provision of left handed equipment
* Written signs for class labels in classes
* Wake and Shake
* Huff and Puff
* Seating arrangements (r-handed, l-handed etc)
 | **Universal Provision***provision for all** Whole school behaviour policy
* Positive behaviour strategies s
* Structured school and classroom routines
* Positive reward systems
* Consistent and progressive sanction system for when rules broken
* School Council
* Teaching listening through Thrive based learning
* Use of puzzles and games
* Involvement in after school clubs
* Individual job and responsibility
* Support of lunchtime supervisors at lunchtime
* PSHE curriculum weekly focus on social, emotional aspects of learning
* Mental Well Being PHSE curriculum
* Playground friends and buddies available
* VAK – variety of teaching styles used to suit pupils
* Visual timetables
* Use of symbols
* Use of first hand experiences to stimulate learning
* Trusted Adult – Trust Tribe
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| **Communication and Interaction***Including ASD & SCLN* | **Cognition and Learning***Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD****)*** | **Sensory and/or Physical***Visual Impairment; Hearing Impairment;, Multi-Sensory Impairment; Physical Disability* | **Social, Mental and Emotional Health***Including ADHD* |
| **Targeted Provision***Provision for needs that are additional and different** Speech and Language support groups
* Individual Support Plan
 | **Targeted Provision***Provision for needs that are additional and different** Individual Support Plan
* In-class TA support for literacy
* In-class TA support for Numeracy
* Visual/auditory perception group activities
* Differentiated resources
* Multi-sensory letter work & spelling programmes
* Task Board
* Group use of ICT programmes
* Small group of support for literacy outside class e.g. RWInc, Fresh Start
* Small group of support for maths outside class e.g. Counting to Calculating
* Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats
* Phonological Awareness programme
* Working Memory Group
* Precision Teaching
* Aurally Coded Dictionaries
* Pastel paper
 | **Targeted Provision***Provision for needs that are additional and different** Individual Support Plan
* Fine Motor skills programme
* Gross Motor skills programme
* Differentiated PE resources – spider balls, balloon balls etc.
* Sports events – additional preparation
* Handwriting scheme
 | **Targeted Provision***Provision for needs that are additional and different** Individual Support Plan
* Alternative lunch-time provision
* Socially Speaking
* Circle of Friends
* Ginger (social skills)
* Use of buddy system
* Thrive based support
* **Pastoral support**
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| **Communication and Interaction***Including ASD & SCLN* | **Cognition and Learning***Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD****)*** | **Sensory and/or Physical***Visual Impairment; Hearing Impairment;, Multi-Sensory Impairment; Physical Disability* | **Social, Mental and Emotional Health***Including ADHD* |
| **Specialist Provision***Provision for specialist needs** Individual Support Plan or EHCP
* Personalised Engagement Curriculum and Assessment
* Personalised timetable
* Individual Speech therapy
* Intervention delivered by Speech therapist or specialist TA
* Individual visual timetables / schedule
* Visual Supports eg Now/Next boards; Choice Boards;
* Task Board
* Individual ICT programmes
* Work station for part of day
* Social stories
* Outside agency advice
* Individual risk assessments
* Augmented Communication aids
* Sensory Diet ; Fun Fit; TAC PAC;
* Sensory aids eg fiddles; weighted clothing; chewies
* Access to Sensory Room
* Calm Place
* Increased Adult Support
* Additional planning and arrangements for transition
* Home/School book
* Ear Defenders
 | **Specialist Provision***Provision for specialist needs** Individual Support Plan or EHCP
* Personalised Engagement Curriculum and Assessment
* Pre-teaching of class learning
* Reinforcement practice of class learning
* Use of individual ICT programmes targeting learning e.g. word/number shark, star spell; Nessy etc)
* One to one support for literacy outside class e.g. RWInc, Fresh Start
* One to one support for maths outside class e.g. Counting to Calculating
* List of current and future topic words
* TA support daily
* Individual arrangements for SATs
* Additional planning and arrangements for transition
* Outside agency advice
* Efficient word processing
* Dyslexia packs
* Tinted overlays/rulers
* Task Board
* Sensory aids eg fiddles; weighted clothing; chewies
 | **Specialist Provision***Provision for specialist needs** Individual Support Plan or EHCP
* Personalised Engagement Curriculum and Assessment
* Provision of specialist equipment – ICT, sloping board, grips, sticky mats, special cushion etc
* Individual handwriting/fine motor skills work
* TA support/monitoring at lunchtimes
* Individual planning and arrangements for transition
* Outside agency advice
* Individual risk assessment
* Individual intimate care plan
* Individual manual handling plan
* Individual Accessibility Plan
* Access to enlarged resources
* Awareness of fatigue
* Scribe provided
* Handwriting
* Theodorescu – fine motor
* Physio exercises
* Classroom access
* Chewy toys (chewelery)
* Ear defenders
* Stress toys
* Other sensory aids (e.g. weighted blanket)
* TA support in PE/dance/games
 | **Specialist Provision***Provision for specialist needs** Individual Support Plan or EHCP
* Personalised Engagement Curriculum and Assessment
* Individual reward/sanction
* TA support – communication of feelings
* MHST Team Support
* TA support individual debriefing/pre-empting
* Individual Behaviour Plan
* Playtime monitoring
* Counselling from outside agency – referral made
* Input from behaviour support team
* Individual seating or work station for aiding concentration for part of day
* Home school liaison book
* weekly feedback to parents face-to-face
* Time out system and space
* Additional transition arrangements
* Individual risk assessments
* Planned used of physical positive handling (Team Teach)
* CAMHS involvement and referral
* Children and Families in Grief (bereavement
* Draw and Talk
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