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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 Academy  School 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 |
| **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** |
| **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 |