



Area of need	Universal Provision All pupils	Short term/targeted Provision Pupils with temporary deficits/lagging skills. Not on SEND register initially.	Longer term provision Targeted for pupils with additional needs May include outside agency advice On SEND register	Outside agency guided provision. Specialist Provision / assessment for Students with significant and/or complex needs. On SEND register.
Cognition and Learning Maths	<ul style="list-style-type: none"> All students' progress tracked, and key strategies implemented. Parent's/ carer's evenings and report 3x yearly. Differentiated lessons according to students' ability and learning styles Range of resources to encourage cognitive development CPA resources available in all classes Times Table Rock stars, Numbots and MyMaths Maths display linked to current learning/ working wall. Including key words each week. 	<p>Key Marginals and allied meetings with SLT to identify gaps before they widen and plan short term interventions/support for learning. Direct intervention following lesson to challenge misconceptions and support learning/ overlearning.</p> <p>Small group teaching/practice of skills. Additional availability of resources to support learning (concrete and pictorial)</p> <p>Interventions from Pixl testing</p>	<ul style="list-style-type: none"> PLPS written and reviewed half termly. Shared with parents/ carers at least termly. SMART targets. SENDCO monitored and advice given. Data shared with governors re progress trends and concerns Talking Maths – small group of up to 6, working on clarification and exploration of mathematical language and expression. Numicon – groups of up to 4 children. Supports visualisation and use of numbers plus key concepts. Plus 1/ Power of 2 – individual daily maths intervention/coaching approach. Additional support in class, may include additional differentiation, use of resources to aid understanding and practice opportunities. Pre teaching of key information/precision teaching. SENDCO available for parents/ carers evenings/PLP review meetings. Interventions from PIXL testing. 	<ul style="list-style-type: none"> Indigo House Dyscalculia assessment Referral to SES Cognition and Learning for advice. Possibility of Pearson Maths assessment (through SES currently as not in school). Bespoke individual curriculum, which may include elements of longer term provision such as Numicon as appropriate. SENDCO to consider application for EHCP/SES support/SPLD team.
Cognition and Learning Literacy	<ul style="list-style-type: none"> All students' progress tracked, and key strategies implemented. Parent's/ carer's evenings and report 3x yearly. Differentiated lessons according to students' ability and learning styles Access to language rich texts and vocabulary. Little Wandle Phonics in R/1/2 Daily reading for fluency through LW WAGOLL examples available. Spellings weekly, handwriting Nelson. Nessy. Reading books sent home, reading records, reading to adults in school. Word of the day/week/ Ninja for English language Reading race challenge Literacy Gold spelling scheme 	<p>Key Marginals and allied meetings with SLT to identify gaps before they widen and plan short term interventions/support for learning.</p> <ul style="list-style-type: none"> Direct intervention following lesson to challenge misconceptions and support learning/ overlearning. Spelly Feet/ kinaesthetic approach Small group teaching/practice of skills. R/1/2 Little Wandle Rapid Catch Up sessions. Nessy time additional in school. Additional time reading to an adult/ practicing sounds using flash cards/ working on metacognition related skills (e.g. rhyme, syllables, phonemes). Additional assessment using range of tests to rule out broader concerns and needs for support. Little Wandle catch up sessions. Literacy Gold spelling scheme Interventions from PIXL testing 	<ul style="list-style-type: none"> PLPS written and reviewed half termly etc (see above) Additional support in class, may include additional differentiation or use of resources to aid understanding. Pre teaching of key information/precision teaching. SENDCO available for parent's/ carer's evenings/PLP review meetings Beat Dyslexia (with metacognition tasks using Helen Arkell scheme – Target Reading Accuracy) Nessy (on line reading and spelling programme) Dancing Bears/Apples and Pears (individual phonics approx. 10 mins daily) Acceleread /Accelewrite (ICT based spelling/reading/memory intervention). Toe by Toe (daily individual phonics scheme) Individual Phonics/dyslexia based phonics intervention. Staircase Spelling Little Wandle SEND provision Literacy Gold additional provision PIXL interventions 	<ul style="list-style-type: none"> Indigo House Dyslexia assessment Referral to SES Cognition and Learning for advice. Individual reading and spelling test, BPVS, Language Link assessments. Bespoke individual curriculum, which may include elements of longer term provision such as Individual Phonics, Dancing Bears, Metacognition direct instruction, overlearning etc as appropriate. SENDCO to consider application for EHCP/SES support/SPLD team. Applications for special exam arrangements (e.g. reader, scribe, laptop, extra time, rest breaks, transcripts).
Communication and interaction Social/ASD	<ul style="list-style-type: none"> All students' progress tracked, and key strategies implemented across subjects Differentiated lessons according to students' ability and learning styles. Knowledge organisers for all subjects, including language mapping and PSHE and RE links and opportunities for interaction with peers. Opportunities for class discussion across the curriculum Consistent encouragement and structured behaviour management and rules across school. Visual prompts and aids across the curriculum, which are subject specific Pastoral support from teachers, TAs and through Thrive class plan. Thrive screening for all children in school. Opportunities at break and lunch to interact with peers. Clubs, enrichment and links with community. Rainbow friendship bench Age and skill appropriate responsibilities. 	<p>Thrive group assessments, outlining strategies and activities to develop 'right time' skills across the class. Thrive individual plans created and reviewed termly, with TAs offering individual, paired or small group interventions based on action plans. This may be a response to a short term life change or bereavement.</p> <p>Short term or one off intervention such as comic book conversations and social stories, and incident related work including mediation.</p> <p>Restorative Practice as needed. Buddy system with peers/adult mentoring Language/vocab plans and added support Misconception revision/overlearning/support as needed Social interventions as needed: Circle of Friends, self-esteem, anxiety, managing strong emotions etc. Sensory needs audit/sensory classroom assessment</p>	<ul style="list-style-type: none"> PLPS written and reviewed half termly etc (see above) Additional support in class, may include additional differentiation or use of resources to aid understanding, overlearning, skill practice etc. Pre teaching of key information/precision teaching, clarifying misconceptions. Socially Speaking – groups of up to 4, develops a range of social skills, tone, scenario planning, rehearsing, appropriate expression. Lego Therapy – groups of up to 3. Works on collaboration, turn taking, social communication. Pragmatic Language group – language related to instructions/social conventions/ practical language. What's in my bucket? – group of up to 6, mostly KS1, works on listening, managing anticipation, direction of gaze, turn taking. contact and ability to sit still and focus for a short time Self-esteem workshop – lots of resources and activities to build confidence/self-esteem/self-expression Thrive individual or group work based on profiling (can be up to 3x daily short bursts or longer sessions as needed). Sensory circuits/breaks/fidgets/chair bands/wobble cushions etc. 	<ul style="list-style-type: none"> Referral to SES Communication and Interaction for advice. Thrive group and individual assessments (standardised and links to SES approach) NDD referral – for support or assessment of children with suspected neuro divergence, Whole school or individual advice from SES re behaviour strategies from Inclusion service Bespoke individual curriculum, which may include elements of other provision e.g. socially speaking etc. SENDCO to consider application for EHCP Additional support in class target at supporting language, social skills etc from wide range listed elsewhere. Application for exam special arrangements as appropriate (scribe, additional time, separate room, rest breaks, language support etc) Application to OT/paediatrician for further advice and assessment following school sensory needs assessment.



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<p>Communication and Interaction Speech and language.</p>	<ul style="list-style-type: none"> All students' progress tracked, and key strategies implemented across subjects Differentiated lessons according to students' ability and learning styles. Knowledge organisers for all subjects, including language mapping and PSHE and RE links and opportunities for interaction with peers. Opportunities for class discussion across the curriculum – sentence prompts for less confident children.. Visual prompts and aids across the curriculum, which are subject specific and clarify key language. Specific vocabulary work in subjects, English and maths. Opportunities at break and lunch to interact with peers. Clubs, enrichment and links with community. Tommy Tongue in EYFS, rhyming, songs, clapping syllables etc. Language Link screening for all children in reception/ any child new to the school with concerns. 	<p>Speech and/or Language Link intervention programmes, based on areas of concern raised on these standardised assessments.</p> <p>Pre-teaching/precision teaching/direct instruction for children struggling with managing new language, or to clear up misconceptions/ help children make links.</p> <p>Short term interventions/worksheets linked to a pronunciation or comprehension difficulty.</p> <p>Differentiated work to make language clearer, to reduce learning load for new words, to offer word lists or glossaries.</p>	<ul style="list-style-type: none"> PLPS written and reviewed half termly. Shared with parents/ carers at least termly. SMART targets. SENDCo monitored and advice given. Additional support in class, may include additional differentiation or use of resources to aid understanding. Pre teaching of key information/precision teaching, clarifying misconceptions. Longer term Language Link/speech link interventions individually or in small groups. Pragmatic Language intervention (looking at social understanding, function of language, role plays and scenarios, giving and following instructions etc. Talking Maths – in a group of up to 6, working on understanding maths related language and linking this to understanding and problem solving. Possible referral to SALT if child gains a red area after speech or language screening, in order to have a more thorough assessment and specialist input. 	<ul style="list-style-type: none"> Referral to SES Communication and Interaction/ SALT / Cognition and Learning for advice. Thrive group and individual assessments (standardised and links to SES approach), which may show gaps linked to developmental interruptions. Bespoke individual curriculum, which may include elements of other provision e.g. Language Link, individual SALT etc. Work simplified with clear, simple content and focus on scaffolding language. SENDCo to consider application for EHCP Additional support in class target at supporting language, social skills etc. Referral to Paediatrician if possible picture of Language delay as part of a more complex arrange of areas of developmental gaps.
<p>Social, emotional and mental health (wellbeing)</p>	<p>Thrive assessment for all classes, with each year group having a Thrive plan, which identifies key areas within age related development where an extra focus would be beneficial, with strategies and suggested activities.</p> <p>Supportive pastoral system, with good links with parents/carers.</p> <p>Links to wider community and opportunities to read and talk to a range of adults.</p> <p>Assemblies, displays and rewards to encourage positive self-esteem and 'feeling special'. Celebration news letter, 3 stars and a wish etc.</p> <p>Consistent behavioural approaches, causing a calm environment.</p> <p>Mindfulness and methods for managing big emotions taught across school.</p> <p>Good links with high schools and between nursery and school, to ensure a smooth transition.</p>	<p>Short term support for difficulties caused by life events e.g. death, family change, loss, increased anxiety etc.</p> <p>Bereavement work – using Winston's Wish resources. Mental Health First Aiders in school.</p> <p>School nursing team available for specific work and talk with children.</p> <p>Individual Thrive Plans, which may identify some gaps in level below current chronological age, with children accessing short term small group support to narrow gaps.</p> <p>Thrive based interventions for short term support. Target cards, reward charts, mentoring. Additional meeting with parents re specific behavioural occurrences – team approach.</p> <p>HT meeting regularly with EWO and support offered early for changes in attendance.</p>	<ul style="list-style-type: none"> PLPS written and reviewed half termly if appropriate. Shared with parents at least termly. SMART targets. SENDCo monitored and advice given. Additional support in class, may include additional resources, short breaks, reassurance and 'touching base', mentoring etc. Support from School Nursing Team for individual work regarding a specific SEBD concern. Self esteem group Anxiety workshops/ groups (e.g. There's a volcano in my tummy. Talk about... intervention) Individual, paired or small group Thrive interventions, following individual action plans – both activities and strategies. This carried into whole class approach by leading TA. Thrive parent plans Support from Mental Health First Aiders Additional support from EWO, school staff, SENDCo in case of attendance difficulties relating to mental health/wellbeing. 	<ul style="list-style-type: none"> Thrive individual action plans, which may include individual daily support, in class support and assessment. Sensory breaks, transitional objects, safety strategies Time with an adult for safety/emotional regulation etc. Risk assessment. Mental Health First Aiders and Suicide First Aiders (preventative)/ Referral to MHST for additional mental health support and guidance Links and referrals to outside agencies e.g. Winston's Wish, Hospice, Counselling. Referral to CAMHS through Emotional Wellbeing Hub/GP Possible 4 houses, CAF, TAC referrals and support for parents.



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Social, emotional and mental health (behaviour and inclusion)	<ul style="list-style-type: none"> Thrive assessment for all classes, with each year group having a Thrive plan, which identifies key areas within age related development where an extra focus would be beneficial, with strategies and suggested activities. Clear view that all behaviour is communication. Supportive pastoral system, with good links with parents/carers. Links to wider community and opportunities to read and talk to a range of adults. Assemblies, displays and rewards to encourage positive self-esteem and 'feeling special'. Celebration news letter, 3 stars and a wish etc. Consistent behavioural approaches, causing a calm environment. Mindfulness and methods for managing big emotions taught across school. Good links with high schools and between nursery and school, to ensure a smooth transition. Early identification of learning difficulties or differences, allowing proactive supporting of children and reducing frustration. All staff have de-escalation training and Thrive (in house) training, including ACES awareness and trauma Information for all staff about behaviour management approaches and key learning areas such as Zones of Regulation, ACES, VRFs, Window of Tolerance etc. 	<ul style="list-style-type: none"> Additional links with parents/carers with increased reporting which may include home-school books, target cards etc., tangible rewards linked to progress (following PRU model) as appropriate. Support for major life events causing revisiting of early stages, thus deterioration in feelings of safety, security, trust of adults to meet needs, self esteem and attachments. This may be additional short term Thrive sessions, mentoring, time with an adult checking in, links to outside agencies as appropriate. Social skills/comic book conversations/social stories/feelings mapping short term interventions Use of time out cards, feelings ratings, fidget toys, Sensory breaks, time practicing grounding, breathing exercises, mindfulness Restorative practice, viewpoint work Circle of Friends group. Support from Mental Health First Aider if needed. Access to safe, quiet spaces as needed. 	<ul style="list-style-type: none"> Thrive Parent/ Carer plans created with parents to support children at home with lagging/interrupted development of social and emotional skills. Individual or small group Thrive sessions following individual profile created by teacher/TA in the classroom. This could be up to one a day, depending on need. Individual Behaviour Plan shared with all adults and signed by parents, reviewed frequently and updated as needed. Possible named adult for trips and visits and separate risk assessment Use of sensory breaks/sensory circuits/movement and brain breaks Referral to parenting courses/ de escalation training for parents/carers – which may be supported by school. CAF and Early Intervention referrals if needed. Interventions such as pragmatic and social skills, anger management (e.g. 'There's a Volcano In My Tummy' , Anxiety Management, Self Esteem, or 'Talk About' training. Additional support in class to allow child to leave and return to regulated state. Language maps for all staff, to ensure consistency of approach Visual timetables, Now and Next boards, Task lists, visual schema, modelling approaches. PLP written and shared with parents/carers and staff Social skills. Comic book conversations, social stories etc revisited frequently. 	<ul style="list-style-type: none"> Risk assessment Behaviour plan signed by parents and staff and reviewed/update frequently – include ABC, known triggers, etc. Referral to MHST for support re mental health concerns/ Referral to outside agencies for specific advice and support related to possible causes/linked co-morbidities such as: Cognition and Learning Communication and Interaction (ASD/Speech and Language/ADD etc) Specific Learning Difficulties (dyslexia) NDD referral route Application for EHCP/HTN funding/EYFS funding etc Referral for whole school support around behaviour management Support from AOTAS/SES/ around children at risk of exclusion. School Safe de-escalation and appropriate restraint training for all staff. Additional support from School Safe team around specific concerns and behaviours potentially posing risk. CAF/Early Help/TAC referrals if issues also occurring at home.
Physical	<p>All students' progress tracked, and key strategies implemented across subjects Differentiated lessons according to students' ability and learning styles, adapt to ensure full access to curriculum, adapted to meet individual needs. Interactive whiteboards in classrooms Extra-curricular clubs and opportunities for all Accessible, one story site with disabled toilet and shower and handrails Regular training for teachers to support children with specific needs Good access to and around classrooms All staff have Paediatric First Aid training</p>	<p>Space to leave books/equipment throughout the day Pen and pencil grips, adaptive equipment e.g. adult and child sharing scissors, rulers with a handle, etc, Student profile with strategies circulated to all teachers and support staff Observations and feedback by LA Visual Impaired and Hearing-Impaired Service Transitional visits and meetings with key staff to support transition for Year 6 /between pre-school and nursery or reception Additional communication with home Possibility of travel around school in quieter times</p>	<p>Referral to School Nursing/training/OT/Paediatrician for specific awareness and equipment.</p> <ul style="list-style-type: none"> Implementation of advice from OT/physiotherapists – which may include exercises, adaptations to equipment or facilities, physiotherapy, monitoring of diabetes/epilepsy/CF symptoms/medication protocols/ personal care etc. Interventions including: Gym Trail (in group of up to 8), working on fine and gross motor skills at least 3x weekly. Speed Up Handwriting programme Access plan/assessment with stake holder Adaptations to trips and visits to ensure accessibility for all. Individual Laptop for all written work. 	<p>Referral to OT Care Plans created with parents and/or health professionals and shared with appropriate members of staff with permission from child and family. Manual Handling training/advice from OT and/or school nursing Referral to Physical support team Referral to Occupational Therapy or the Sensory Support Team Application for EHCP and/or HTN funding as appropriate Risk assessment for pupils and/or staff in caring role as needed. Referral for IT needs assessment.</p>
Sensory	<p>Stairwells, exits, changes in flooring etc clearly marked Steps marked with yellow paint /clear colour change between floors Clear evacuation routine, with named adult for any child needing additional support. IT and internet facilities in classes</p>	<p>Possibility of travel around school in quieter times Individual safety/evacuation plan Risk assessment Adapted resources and appropriate support as needed Language maps/additional speech input</p>	<p>Support, strategies, equipment and adaptations as advised by outside professionals. E.g. IT, microphones or surround sound, visual cues, Dictaphones, automatic recording of teaching etc. Pre-teaching of subject specific and new vocabulary, precision teaching approach with overlearning as needed.</p>	<p>EHCP application / HTN or EYFS/HTN funding as needed. Referral to Sensory team for specific hearing/vision advice Adapted exam papers – e.g. coloured paper, enlarged test papers, signed/teacher reading of script for auditory part of assessments as appropriate for children with hearing impairment</p>