



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

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

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