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| **Cognition and Learning** |
| **Quality First Teaching (All Pupils)** | **Enhanced Provision – narrowing the gap** | **SEN Support** |
| * Pupil’s name and eye contact established before giving instructions
* Clear and simple instructions, breaking down longer instructions into one step at a time
* Check understanding of vocabulary used - Clarify, display and refer back to new and/or difficult vocabulary
* Pre-teach vocabulary
* Check for understanding by asking the child to repeat/explain to a response partner or adult
* Lots of adult modelling
* Provide writing frames
* Use of visual timetables
* Ask child/adult supporting child to jot down key points/instructions
* Give the child thinking time before response is needed
* Visual cues and prompts, key vocabulary displayed/available, working walls, word mats
* Collaborative working opportunities - mixed ability pairs/talk partners
* Repetition, overlearning and reinforcement of skills
* Tasks simplified or extended
* Alternate methods of recording work e.g. mind mapping, video or audio recording, posters, dictation to peer/adult, use of ICT
* Pencil grips, writing boards, harder pencils
* Scaffolding
* Use of coloured backgrounds (try to avoid white as much as possible) on IWB, photocopying
* Multi-sensory approach to learning
* Seat child at front of class near to whiteboard
* Provide individual copy of resources
* Provide individual whiteboard to make notes
* Provide titles, learning objectives etc. to avoid excessive writing
 | * Group literacy intervention
* Group numeracy intervention
* HFW games/spelling practice groups
* Phonics intervention
* Active Spelling
* Reading comprehension intervention
* 1-1 reading practice with CT, TA, Students, parents
* Pre-teaching e.g. key vocabulary, skills, knowledge to ensure confidence and understanding during lessons
* Fluid intervention following lesson to ‘plug gaps’
* Memory games and activities
* Visual and tracking exercises suggested by Visual Stress clinic e.g. Rainbow Readers tracking exercises
* Language for Thinking reading comprehension activities
* PIXL Therapies
 | * Precision Teaching for Spelling
* Alphabet Arc - multi-sensory intervention for spelling
* Sound Linkage
* Paired Reading
* Plus 1 – KS1 Maths
* Power of 2 – KS2 Maths
* Toe-by-Toe
* Success at Arithmetic
* Reading Pen
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| **Communication and Interaction** |
| **Quality First Teaching (All Pupils)** | **Enhanced Provision – narrowing the gap** | **SEN Support** |
| * Whole class visual timetables
* Pair the child up with a child who can lead and model a conversation
* Initial adult support which can be removed when child is feeling more confident
* Preparation (pre-warning) for change of activity or lesson
* Visual prompts and cues
* Prompt cards for group roles and conversation skills
* Simple social stories for helping a child to understand what to do/what is happening in certain situations
* Clear and simple explanations, one step at a time
* Reduce instructions into smaller easier to understand steps
* Extra time to process what has been said
* Check understanding by asking them to repeat
* Talk partner opportunities
* Pre-teaching of subject vocabulary
* Application of specific speech targets during the day
* Model correct pronunciation by repeating correctly
 | * Social skills/Friendship group (ELSA)
* Wellcomm programme
* Socially Speaking Intervention
* LEGO Therapy
 | * Individualised SALT programme
* Individual vocabulary wordbook
* Individual visual timetable
* Colourful Semantics programme
* Personalised Social Stories to support the child with how to respond in different situations
* Now/Next approach to break lessons into smaller chunks
* Now/Next approach to model task and then reward
* Support at break and lunch to teach and encourage social skills
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| **Social, Emotional and Mental Health** |
| **Quality First Teaching (All Pupils)** | **Enhanced Provision – narrowing the gap (SEMH referral and Boxall Profile to be completed)** | **SEN Support** |
| * Clear whole school behaviour policy to be followed
* Reinforcement of rules – visual prompts to support
* Use of the Toolkit for Regulation (whole class)
* Consistent use of rewards and sanctions
* A range of opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time
* Social seating and proximity to teacher
* Positive praise
* Time out systems within the classroom and beyond
* Structured routines and clear guidelines
* Calming/Self-regulation strategies e.g. colouring activities, soft toys, playdough
* Movement breaks
* Use of calming or fiddle toys
* Own designated carpet/seating space
* Use of sand timer to provide visual cues and limit on activities
* Following the child’s behaviour support plan (if applicable)
* Individual reward systems
 | * Lunchtime support
* Attachment object
* Toolkit for regulation
* Small group for regular, short sensory breaks
* Socially Speaking intervention
* LEGO Therapy
* Pastoral Support (Mrs O’Loughlin)
* Access to the whole school Rainbow Card system
 | * Identified key adult
* Bespoke 1:1 pastoral support
* Access to time out area or distraction free environment when required
* Use of behaviour support plans (PSP or EBSA)
* Personalised Social Stories to support the child with how to respond in different situations
* Now/Next approach to break lessons into smaller chunks
* Now/Next approach to model task and then reward
* Personal visual timetable
* Designated work space to prevent distractions
* Incredible 5-point scale
* Stress Bucket
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| **Sensory and/or Physical** |
| **Quality First Teaching - All Pupils** | **Enhanced Provision – narrowing the gap** |  **SEN Support** |
| * Reduce background noise to improve acoustic environment and seat pupil away from background noise
* Consider seating according to needs and position near teacher
* Uncluttered and well organised learning environment and materials
* Good lighting
* High colour contrast materials, including on whiteboard
* Good quality print and photocopying
* Pre-prepared work with date/LO etc.
* Electronic copies of work
* Individual copies of resources, printing, materials etc.
* Pencil grips
* Chunky pencils
* Specialist writing pens
* Use of alternative methods of recording e.g. adult as scribe, use of IT, mind maps etc.
 | * Use of individual laptop or iPad
* Fine motor skills interventions through ‘First Move’ activities
* Sensory Circuits
* Write from the Start intervention
 | * Individual programmes e.g. Occupational Therapy
* Use of Makaton or British Sign Language
* Specialist seating e.g. HOKKI Stool
* Specialist equipment e.g. writing slope, bumpy cushion, seating wedge, fidget toys
* Modified resources e.g. enlarged print
* Ear defenders
* Mouthing toys/soothers/chew toys
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