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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 | |
| **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 |