

Class Provision

How are we helping your child at school?

Area of Need	Universal (All pupils will have...)	Targeted (Some pupils will have...)	Specialist (A few pupils will have...)
Cognition and Learning	<p>Access to high quality teaching</p> <p>Differentiated curriculum planning</p> <p>Children's contributions valued</p> <p>Access to IT and good quality resources</p> <p>Targets</p> <p>Whole class reward system</p> <p>Access to indoor and outdoor learning</p> <p>Access to TA support</p> <p>Small group and whole class teaching</p> <p>Displays to engage different learning styles</p> <p>Homework</p> <p>Broad and balanced curriculum and themed weeks</p> <p>Parental meetings and workshops</p> <p>Opportunity for extra-curricular activities</p> <p>Marking including positive verbal feedback and next steps</p>	<p>Phonics intervention</p> <p>Reading intervention</p> <p>Spelling intervention</p> <p>Comprehension intervention</p> <p>Handwriting intervention</p> <p>Maths intervention</p> <p>Additional visual aids</p> <p>Pre-teaching of vocabulary</p> <p>Reading rulers</p> <p>Coloured overlays</p> <p>Support Plan</p> <p>Scaffolded tasks</p>	<p>1:1 support</p> <p>External advice</p> <p>Specific/individualised resources</p> <p>SpLD Base support</p> <p>Own visual timetable</p> <p>Now/Next board</p> <p>Individual Assessment arrangements</p> <p>Workstation</p> <p>EHCP</p>
Area of Need	Universal (All pupils will have...)	Targeted (Some pupils will have...)	Specialist (A few pupils will have...)
Communication and Interaction	<p>Access to high quality teaching</p> <p>Talk Partners</p> <p>Repetition, simplified language, modelling, valued talk time</p> <p>Discussion/circle time</p> <p>Use of IT</p> <p>Countdowns</p> <p>Access to role play</p> <p>Structured routines and TA support</p> <p>Relevant marking</p> <p>Home/school reading record/diary</p> <p>Whole class reward system</p> <p>Visual aids</p> <p>Transition support</p> <p>Rules/Behaviour expectations</p> <p>Parental bulletins</p> <p>Extra-curricular activities</p>	<p>Playground monitoring</p> <p>Vocabulary support</p> <p>Turn taking/social skills</p> <p>Instructional cue cards</p> <p>Additional responsibilities (eg. School council)</p> <p>Games Club</p> <p>General advice from Speech Therapist</p> <p>Support Plan</p> <p>Vocabulary Support</p> <p>Scaffolded tasks</p>	<p>1:1 support</p> <p>SEN Base support</p> <p>Individual assessment arrangements</p> <p>Specific/Adapted resources</p> <p>Speech and language programme</p> <p>External advice</p> <p>Now/Next board</p> <p>Social stories</p> <p>Individual countdowns</p> <p>Support with speaking English as an additional language</p> <p>Signing</p> <p>EHCP</p> <p>Visual timetable</p> <p>Bucket Time</p> <p>Communication Circle</p> <p>Lego therapy</p>

Area of Need	Universal (All pupils will have...)	Targeted (Some pupils will have...)	Specialist (A few pupils will have...)
Social, Emotional and Mental Health difficulties	Access to high quality teaching School rules, class code of conduct Correct choices Positive role models Extra-curricular activities Clear expectations Rewards, stickers, assembly praise Consistent approach by adults Protective Behaviours PSHEE curriculum Home/school agreement Monitoring of incidents Newsletters Assemblies School trips TAs Differentiated teaching/learning styles Celebratory displays Head Teacher and Deputy rewards Zones of regulation Time out if needed Worry boxes Circle time/Class worship Peer Mediation	Communication to parents Playground monitoring Use of a 'buddy' Turn taking/Social skills Support for transition Cue cards Allocated seating Games club Support Plan Scaffolded tasks	1:1 support Drawing and Talking Therapy Social stories External advice Individual reward chart Feelings scale system (zones of regulation) Designated calm space Specific teaching for emotions/behaviour Individual risk assessment EHCP Visual timetable INCo check-ins Lego therapy
Area of Need	Universal (All pupils will have...)	Targeted (Some pupils will have...)	Specialist (A few pupils will have...)
Sensory and Physical Needs	Access to high quality teaching Broad PE curriculum Outdoor activities Teachers aware of sensory and physical needs Simple equipment tailored to need (eg pencil grips, left handed scissors) Access to kinesthetic, visual and auditory learning Medical support and advice Extra-curricular activities Wide range of curriculum resources appropriate to senses Healthy eating and drinking promoted Daily handwriting practice Fine motor activities Good hygiene taught and encouraged	Handwriting intervention Support for PE Generic strategies for visual, hearing or physical impairment Monitoring (eg asthma) Sensory breaks Liasion with HI or OT service Support Plan Scaffolded tasks	Additional fine motor skills support Additional gross motor skills support Fiddle toys Wobble cushion Specific, tailored work station Ear defenders Sensory toys Resistance bands External advice 1:1 support Specialist equipment OT programme Individual Healthcare Plan Social stories Individual risk assessment EHCP Visual timetable Sensory Circuits

