



Class Provision at St Anthony's

How are we helping your child at school?

Area of Need	Universal (All pupils will have...) Ordinarily Available Provision	Targeted (Some pupils will have...)	Specialist (A few pupils will have...)
Cognition and Learning	Access to high quality teaching Differentiated curriculum planning Children's contributions valued Access to IT and good quality resources Group Targets Whole class reward system Access to indoor and outdoor learning Access to TA support Small group and whole class teaching Displays to engage different learning styles Homework Broad and balanced curriculum and themed weeks Parental meetings and workshops Opportunity for extra-curricular activities Marking including positive verbal feedback and next steps Widgit symbols, clear learning objectives and key vocabulary identified	Phonics intervention Reading intervention Spelling intervention Comprehension intervention Handwriting intervention Maths intervention Additional visual aids Pre-teaching of vocabulary Reading rulers Coloured overlays Support Plan Scaffolded tasks Task Planner Adapted language and instruction Visual Timetables Visual Support Additional processing time 'Chunked' instructions	1:1 support External advice Specific/individualised resources SpLD support Own visual timetable Now/Next board Individual Assessment arrangements Workstation EHCP Simple presentation modifications such as overlays or font changes Analysis of need (iceberg/VSEND) One Page Profile or 'This is me!' document Transition support
Area of Need	Universal (All pupils will have...) Ordinarily Available Provision	Targeted (Some pupils will have...)	Specialist (A few pupils will have...)
Communication and Interaction	Access to high quality teaching Talk Partners Repetition, simplified language, modelling, valued talk time Discussion/circle time Use of IT Countdowns Access to role play Structured routines and TA support Relevant marking	Playground monitoring Vocabulary support Turn taking/social skills Instructional cue cards Additional responsibilities (eg. School council) Games Club General advice from Speech Therapist Support Plan	1:1 support SEN support Individual assessment arrangements Specific/Adapted resources Speech and language programme and targets from SALT External advice Now/Next board Social stories Individual countdowns

	Home/school reading record/diary Whole class reward system Visual aids Transition support Rules/Behaviour expectations Parental bulletins Extra-curricular activities Zones of Regulation	Vocabulary Support Scaffolded tasks Visual timetables Developmentally appropriate language (avoiding idioms) Reduced instructions Processing time 'Chunked' instructions	Support with speaking English as an additional language Signing EHCP Visual timetable Bucket Time Communication Circle Brick therapy Alternative methods of communication Vocabulary pre-teaching Social interaction modelling Analysis of need (iceberg/VSEND) Transition support One Page Profile/This is Me! document
Area of Need	Universal (All pupils will have...) Ordinarily Available Provision	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 Positive reinforcement of expectations Time out if needed Worry boxes Circle time/Class worship Peer Mediation Opportunities for role play and oral rehearsal	Communication to parents Playground monitoring Use of a 'buddy' Turn taking/Social skills Support for transition Instructional cue cards Allocated seating Games club Support Plan Scaffolded tasks Calm/Quiet spaces	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 SWHP referral (Family Support Worker) MHST referral (EMHP) Sensory circuits Personalised 'calm box' Identified trusted adult Analysis of need (iceberg/VSEND) One Page Profile or This is me! document
Area of Need	Universal (All pupils will have...)	Targeted (Some pupils will have...)	Specialist (A few pupils will have...)

	Ordinarily Available Provision		
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 Adequate space and suitable resources	Handwriting intervention Support for PE Generic strategies for visual, hearing or physical impairment Monitoring (eg asthma) Sensory breaks Liaison with HI or OT service Support Plan Scaffolded tasks Improved acoustics Visual support and adaptation, including subtitles Processing time Sensory breaks Lesson 'check-ins'	Additional fine motor skills support Additional gross motor skills support Fiddle toys Wobble cushion Specific, tailored workstation Ear defenders Sensory toys Resistance bands External advice from VI/HI/PNI teams 1:1 support Specialist equipment OT programme Individual Healthcare Plan Social stories Individual risk assessment EHCP Visual timetable Sensory Circuits Specific positioning of the adult within the classroom Adapted materials and resources Pre-teaching of vocabulary Transition support One Page Profile/This is me! Document
Area of Need	Universal (All pupils will have...) Ordinarily Available Provision	Targeted (Some pupils will have...)	Specialist (A few pupils will have...)
Speech, Language and Communication Needs	Access to high quality teaching Talk Partners Repetition, simplified language, modelling, valued talk time Discussion/circle time Use of IT Countdowns Access to role play and drama opportunities Specific oral rehearsal Oracy built into the curriculum Structured routines and TA support Relevant marking Home/school reading record/diary Whole class reward system Visual aids Widgit symbols	WellComm Intervention NELI Communication Group Early Language Learners Group Language Explorers Group Language Adventurers Group Support Plan Pre-teaching of vocabulary Playground monitoring Vocabulary support Turn taking/social skills Instructional cue cards/task planner Additional responsibilities (eg. School council, monitor jobs) Games Club General advice from Speech Therapist Support Plan	1:1 support SEN support Individual assessment arrangements Specific/Adapted resources Speech and language programme and targets from SALT External advice Now/Next board Social stories Individual countdowns Support with speaking English as an additional language Makaton Signing EHCP Visual timetable Bucket Time Communication Circle

	Transition support Rules/Behaviour expectations Parental bulletins Extra-curricular activities	Scaffolded tasks	Brick therapy One Page Profile/This is me! document
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