

Area of Difficulty	Universal	Targeted Support	SEND Support
Cognition and Learning	<p>Essential Letters and Sounds Differentiated curriculum planning, activities/learning styles/outcomes Target setting systems for own personal targets IWB to model (active inspire background set to buff) Illustrated dictionaries/phonic dictionaries T4W Writing frames. Stem sentences. Continuous provision/tabletop activities for fluency/challenge Topic word banks displayed. Access to classroom PC and laptops. TA in class support i-Pad/tablets Numicon numeracy resources/activities Reck'n'wrecks NCTEM mastering maths TT Rock Stars, Numbots, Purple Mash Deepening Understanding. Knowledge Organisers</p>	<p><b>Additional volunteered individual reading support</b> 15 mins each child: Y1-. Y2- <b>Phonics intervention</b> Y1- <b>Phonics intervention:</b> Y2 <b>-In class support from TA</b> or class teacher 8x20 mins group work Y1 and Y2. <b>Number Partners Grab and Go</b> Y1 up to 5 pupils- Y2 up to 4 pupils: and other pupils identified in lessons: <b>E2L Support- Language programme: KS1: Y2</b></p>	<p><b>Additional Individual reading support</b> 2x15 mins per child: Y2: <b>Direct Phonics/Precision phonics</b> Y2:- 3 pupils <b>TA group Maths/English</b> 8 x 20 mins group work support: Y2- 3 pupils <b>Number Partners Grab and Go:</b>Y2- 3 pupils <b>1:1 support for RWM-</b> Y2,</p>
Communication and Interaction	<p>Visual aids/modelling Visual timetable R-Time Structured school and class routines. playground/gardening Buddies Laptops/i- pads available for use in class. Learning Logs</p>	<p>Assistive technology to support as appropriate. Word banks <b>Social and Communication Skills group</b> 2 x 30 mins some pupils to join for weekly sessions.</p>	<p><b>SALT</b> 1 x 1hr per term plus 2 x ½ hr to liaise with SENDCo/LSA <b>LSA SALT support</b> Y1; Y2: <b>Construction Therapy</b> Y2: <b>ABA Therapy- Acorn Consultancy.</b> 16 hrs per week <b>LSA 16 hrs-</b> EHCP strategies as per provision to access QFT in class for Y2 pupil</p>
Social, Emotional and Mental health Difficulties	<p>Whole school behaviour policy Whole school/class rules/Values embedded in curriculum. Reward systems/ golden time/ golden certificates/star cards/stickers Circle of Friends/ R-time/Play-ground buddies ELSA Nurture/mentor support</p>	<p>Nurture/mentor support individuals with LSA Individual rewards/systems/ behaviour charts. <b>ELSA Support</b> - none this term</p>	<p>1:3 lunchtime provision for Y1-, Y2- <b>Social and Communications Skills group 'Fun time'</b> 1 x 30 mins per pupil for 6 weeks. Y1: Individual rewards/systems/ behaviour charts. <b>ELSA Support:</b> None this term <b>Play Therapy</b> Every Thursday Y2</p>
Sensory and Physical	<p>Flexible teaching arrangements. Pencil grips Outdoor Learning Centre- Forest School Brain Gym exercises daily in class Buff or pastel backgrounds on IWB screens. Coloured overlays and eye level reading rulers Coloured paper exercise books Sentence recording Dictaphones Numicon numeracy resources/activities</p>	<p>'Take Ten' Fine motor skills activities Y2-  Individual Sensory screening for pupils with sensory processing needs or ASD  Whole school sensory audit-Development plan linked to AET standards.</p>	<p><b>HI-Y2:</b> EHCP strategies as per provision to access QFT in class-Cochlea implants/ receiver and mic- NAIP involvement and HI team visiting 2 weekly</p>

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Cognition and Learning	<p>Differentiated curriculum planning, activities, delivery, outcome.            Personal targets            T4W Writing frames/Word banks/ Stem sentences            IWB (active inspire set as buff background) as visual aid /modelling            Dictionaries/Thesaurus'            Access to word processor with class PC or laptops            I-pads/tablets TA support in class            Franklin Spell checkers.            Numicon numeracy resources/activities            TT Rock Stars, Deepening Understanding            Knowledge Organisers</p>	<p><b>Rapid Reading</b>  <b>SPAG Intervention :</b>  <b>Number Partners Grab and Go</b> 1:1  <b>Mastery maths interventions</b> as appropriate in Maths topics for those identified in lessons  <b>In class group work support from TA</b> or class teacher</p>	<p><b>Individual reading support (Can be Rapid)</b> 2x 15 mins each child: Y4. Y5:,  <b>Rapid Reading</b> 1 x 30 mins per week: Y5 4 pupils, to join 1 pupils at targeted support  <b>Precision teaching SPAG</b> Y4: 1 pupil Y5: 4 pupil  <b>In class supp from TA</b> @5 hrs group work.  <b>Number Partners Grab and Go</b> 1:1 as appropriate. Y3:. Y4: Y5:</p>
Communication and Interaction	<p>Visual timetable Learning Logs            Playground/Gardening Buddies            Home school link books            BBC dance mats Touch typing programme in computing suite.            Laptops/i- pads available for use in class.            Structured school and class routines.</p>	<p>Assistive technology to support as appropriate            Word banks  <b>Social and Communication Skills group</b> 2 x 30 mins            some pupils to join ASD pupils for weekly sessions.</p>	<p><b>Social and Communications Skills 'Fun time'</b> 1 x30 mins per pupil Y4:</p>
Social, Emotional, and Mental health Difficulties	<p>Whole school behaviour policy            Reward systems/ Golden time/star cards individual and class/ golden book/stickers/pomp oms for values            Structured school and class routines/ Values embedded in curriculum.            Circle of friends/R time            Playground Buddies/ELSA/Nurture/mentor support</p>	<p>Nurture/mentor support with LSA            For pupils in need as and when appropriate.  <b>ELSA support</b>            Others may need to be referred as a result of COVID-19</p>	<p><b>ELSA support</b></p>
Sensory and Physical	<p>Flexible teaching arrangements where necessary.            Outdoor Learning Centre- Forest School            Brain Gym or 'Take Ten' Fine motor skills activities.            Buff/pastel backgrounds on IWB screens.            Coloured overlays and eye level reading rulers.            Coloured paper exercise books            BBC Dance mats Touch typing programme to practise touch typing skills in computing suite.            Sentence recording Dictaphones            Numicon numeracy resources/activities</p>	<p>Individual Sensory screening for pupils with sensory processing needs or ASD             Whole school sensory audit-Development plan linked to AET standards.   <b>HI-</b> - waiting for contact from HI</p>	<p><b>Sensory Breaks-</b> boxed resources for 5-10 mins break after completing tasks. Y4 L</p>