

| Area of Difficulty | Universal | Targeted Support | SEND Support |
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| Cognition and Learning | <p>Essential Letters and Sounds</p> <p>Differentiated curriculum planning, activities/learning styles/outcomes</p> <p>Target setting systems for own personal targets</p> <p>IWB to model (active inspire background set to buff)</p> <p>Illustrated dictionaries/phonic dictionaries</p> <p>T4W Writing frames. Stem sentences.</p> <p>Continuous provision/ table top activities for fluency/challenge</p> <p>Topic word banks displayed.</p> <p>Access to classroom PC and laptops.</p> <p>TA in class support i-Pad/tablets</p> <p>Numicon numeracy resources/activities</p> <p>Reck'n'wrecks NCTEM mastering maths</p> <p>TT Rock Stars, Numbots, Purple Mash</p> <p>Deepening Understanding. Knowledge Organisers, Knowledge recall grids (whole class activity)</p> | <p>Additional volunteered individual reading support 15 mins each child: Y1- 14 pupils Y2- 11 pupils</p> <p>Phonics intervention Y1- 14 pupils</p> <p>Phonics intervention: Y2 -11 pupils In class support from TA or class teacher 8x20 mins group work Y1 and Y2.</p> <p>Number Partners Grab and Go Y1 up to 7 pupils-</p> <p>Y2 up to 7 pupils and other pupils identified in lessons:</p> <p>E2L Support- Language programme: KS1:</p> | <p>Additional Individual reading support 2x15 mins per child:</p> <p>ELS phonic intervention Y1:- 3 pupils</p> <p>Y2: 5 pupils -</p> <p>TA group Maths/English 8 x 20 mins group work support: Y1- as identified</p> <p>Y2- 1 pupil (others as identified)</p> <p>Number Partners Grab and Go: Y1 - 0 pupils, Y2- 6 pupils (other pupils as and when appropriate)</p> <p>1:1 support for RWM- Y2,</p> |
| Communication and Interaction | <p>Visual aids/modelling Visual timetable</p> <p>R-Time Structured school and class routines.</p> <p>playground/gardening Buddies</p> <p>Laptops/i- pads available for use in class.</p> <p>Learning Logs</p> | <p>Assistive technology to support as appropriate.</p> <p>Word banks</p> <p>Social and Communication Skills group 2 x 30 mins some pupils to join for weekly sessions.</p> <p>- led by ABA</p> | <p>SALT 1 x 1hr per term plus 2 x $\frac{1}{2}$ hr to liaise with SENDCo/LSA</p> <p>LSA SALT support R:, Y1: , Y2:</p> <p>ABA Therapy- Acorn Consultancy. 18 hrs per week</p> <p>LSA 32.5 hrs- 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</p> <p>Whole school/class rules/Values embedded in curriculum.</p> <p>Reward systems/ golden time/ certificates/star cards/stickers</p> <p>Circle of Friends/ R-time/Play-ground buddies</p> <p>ELSA Nurture/mentor support</p> | <p>Nurture/mentor support individuals with LSA</p> <p>Individual rewards/systems/ behaviour charts.</p> <p>ELSA Support - to be added at start of term</p> <p>R: 0 pupils</p> <p>Y1: 1 pupil</p> <p>Y2: 0 pupils</p> | <p>1:2 lunchtime provision for Y1- 0, Y2- 1 YR</p> <p>Social and Communications Skills group 'Fun time' 1 x 30 mins per pupil for 6 weeks. Y2:</p> <p>Individual rewards/systems/ behaviour charts.</p> <p>ELSA Support: to be added at start of term</p> <p>R: 0 pupils</p> <p>Y1: 1 pupil</p> <p>Y2: 0 pupils</p> |
| Sensory and Physical | <p>Flexible teaching arrangements. Pencil grips</p> <p>Outdoor Learning Centre- Forest School</p> <p>Brain Gym exercises daily in class</p> <p>Buff or pastel backgrounds on IWB screens.</p> <p>Coloured overlays and eye level reading rulers</p> <p>Coloured paper exercise books</p> <p>Sentence recording Dictaphones</p> <p>Numicon numeracy resources/activities</p> | <p>Individual Sensory screening for pupils with sensory processing needs or ASD</p> <p>Whole school sensory audit-Development plan linked to AET standards.</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 Numicon numeracy resources/activities TT Rock Stars, Deepening Understanding Knowledge Organisers Knowledge Recall Grids</p> | <p>Rapid Reading Y3: 5 pupils- 1 x 30 mins Y4: 7 pupils 1 x 30 mins Y5: 3 pupils 1x 30 mins Y6: 7 pupils 1 x 30 mins</p> <p>SPAG Intervention : Y3: 10 pupils Y4: 10 pupils Y5: 1 pupil Y6: 2 pupils</p> <p>Number Partners Grab and Go 1:1 Mastery maths interventions as appropriate in Maths topics for those identified in lessons: Y3: 7 pupils Y4: 7 pupils Y5: 6 pupils Y6: 6 pupils</p> <p>In class group work support from TA or class teacher</p> | <p>Individual reading support (Can be Rapid) 2x 15 mins each child: Y3:- 4 pupils Y4:-2 pupils Y5: -4 pupils Y6: - 2 pupils</p> <p>Rapid Reading 1 x 30 mins per week: Y3: 4 pupils Y4:- 2 pupils Y5: -4 pupils Y6: - 2 pupils</p> <p>Precision teaching SPAG Y3:5 pupils Y4: 1 pupils Y5: 6 pupils Y6: 1 pupil</p> <p>In class supp from TA @5 hrs group work. Number Partners Grab and Go 1:1 as appropriate. Y3: 4 pupils Y4: 2 pupils Y5: 3 pupils Y6: 1 pupil</p> |
| Communication and Interaction | <p>Visual timetable Learning Logs Playground Buddies Home school link books or regular conversations with parents whichever is the most appropriate for the family Laptops/i- pads available for use in class. Structured school and class routines.</p> | <p>Assistive technology to support as appropriate Word banks</p> | |
| Social, Emotional, and Mental health Difficulties | <p>Whole school behaviour policy Reward systems/ Golden time/star cards individual and class/ golden book/stickers/pompoms 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. ELSA support To be confirmed at the start of the academic year Y3: Y4: Y5: Y6:</p> | <p>ELSA support To be confirmed at the start of the academic year Y3: Y4: Y5: Y6:</p> |

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| Sensory and Physical | <p>Flexible teaching arrangements where necessary.</p> <p>Outdoor Learning Centre- Forest School</p> <p>Brain Gym or 'Take Ten' Fine motor skills activities.</p> <p>Buff/pastel backgrounds on IWB screens.</p> <p>Coloured overlays and eye level reading rulers.</p> <p>Coloured paper exercise books</p> <p>BBC Dance mats Touch typing programme to practise touch typing skills in computing suite.</p> <p>Sentence recording Dictaphones</p> <p>Numicon numeracy resources/activities</p> | <p>Individual Sensory screening for pupils with sensory processing needs or ASD</p> <p>Whole school sensory audit-Development plan linked to AET standards.</p> | <p>HI-Y3: EHCP strategies as per provision to access QFT in class-Cochlea implants/ receiver and mic- NAIP involvement and HI team visiting monthly</p> <p>Sensory Breaks- boxed resources for 5-10 mins break after completing tasks. Y6</p> |
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