

Area of Difficulty	Universal	Targeted Support	SEND Support
Cognition and Learning	<p>Letters and Sounds Differentiated curriculum planning, activities/learning styles/outcomes Whole target setting systems in place for English/Maths/own personal target Use of IWB to model (active inspire background set to buff) Illustrated dictionaries/phonic dictionaries Writing frames. Topic word banks displayed. Access to classroom PC and laptops for word processing. I-pads/tablets. TA in class support Coloured overlays and eye level reading rulers. Coloured paper exercise books Numicon numeracy resources/activities 'Ten Town' maths for early maths EYFS-Y1</p>	<p>Additional volunteered individual reading support 15 mins each child: Y1- 5 pupils : Y2- 6 pupils Rapid reading 1 x 30 mins per week (1 groups) Y2- 5 pupils, plus 1 pupil at SEND stage Direct Phonics Y1 -5 pupils to include plus 1 pupil at SEND stage . Phase 3 phonics: Y2- and 3 pupils at SEND support . (Consider others at low expected- for additional phonics support). In class support from TA or class teacher 7x20 mins group work Y1 and Y2. Number Partners Grab and Go Y1- and other pupils identified in lessons: Y2- identified in lessons</p>	<p>Additional Individual reading support 2x15 mins per child: Y1- 1 pupil Y2 2 pupils Rapid Reading 1 x 30 mins per week: Y2 1 pupil, to join 5 pupils at targeted support Direct Phonics 3 x 20 mins Y1- 2 pupil to join group receiving targeted support TA group Maths/English 7x 20 mins support: Y1- 1 pupils , Y2- 3 pupils Precision teaching In class support from TA or class teacher 7 x 20 mins group work Y1 and Y2. Number Partners Grab and Go 1:1 Y1 Y2-</p>
Communication and Interaction	<p>Visual aids/modelling Visual timetable 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 'Textease' talking word processors Social and Communication Skills group 2 x 30 mins some pupils to join for weekly sessions.</p>	<p>SALT 1 x 1hr per term plus 2 x ½ hr to liaise with SENDCo/LSA LSA SALT support 2 pupils Y2:</p>
Social, Emotional and Mental health Difficulties	<p>Whole school behaviour policy Whole school/class rules/Route to resilience 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. ELSA Support:</p>	<p>Social and Communications Skills group 'Fun time' 1 x 30 mins per pupil Y1: Y2: Individual rewards/systems/ behaviour charts.</p>
Sensory and Physical	<p>Flexible teaching arrangements. Pencil grips 'Write Dance' for EY Gross/fine motor skills Outdoor Learning Centre- Forest School Brain Gym excercises daily in class Buff or pastel backgrounds where possible on IWB screens. Coloured overlays and eye level reading rulers Sentence recording Dictaphones Numicon numeracy resources/activities</p>	<p>Meaningful Movement 3 x 30 mins in school hall at 8.45am focuses on physical development and core stability to improve:</p> <ul style="list-style-type: none"> • Coordination • Concentration <p>Y1: Y2: 'Take Ten' Fine motor skills activities Y2</p>	<p>Meaningful Movement 3 x 30 mins in school hall at 8.45am Y1: Y2:</p>

Area of Difficulty	Universal	Targeted Support	SEND Support
Cognition and Learning	<p>Differentiated curriculum planning, activities, delivery, outcome. Whole target setting systems in place for English/Maths/own personal target Writing frames/Word banks 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 Coloured overlays and eye level reading rulers. Coloured paper exercise books Franklin Spell checkers. Numicon numeracy resources/activities</p>	<p>Rapid Reading 1 x 30 mins Y3: 5 pupils- ; Y4: 3 pupils - Y5: 4 pupils - Y6: 5 pupils - SPAG Intervention :Y3: 7 pupils - . Y4: 3 pupils. Y5: 6 pupils- Y6: 7 pupils- , as appropriate Number Partners Grab and Go 1:1 Mastery maths interventions/Numicon units as appropriate in Maths topics for: Y3, 6 pupils Y4: 3 pupils- Y5: 6 pupils- . Y6: 3 pupils- In class group work support from TA or class teacher</p>	<p>Individual reading support (Can be Rapid) 10 mins each child: Y5: 3 pupils - 2 x 10 mins additional individual reading. Precision teaching Y5: 3 pupils- daily 10 min precision teaching phonics for reading/spelling. In class supp from TA @5 hrs group work. Number Partners Grab and Go 1:1 as appropriate. Y5: 3 pupils</p>
Communication and Interaction	<p>Visual timetable 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. Learning Logs</p>	<p>Assistive technology to support as appropriate Word banks Social and Communication Skills group 2 x 30 mins some pupils to join ASD pupils for weekly sessions.</p>	<p>Y5 pupils assigned laptops to aid writing difficulties use of word processor/publisher. Motivator strips- For pupils with ADHD and ASD as visual prompt for learning-</p>
Social, Emotional, and Mental health Difficulties	<p>Whole school behaviour policy Reward systems/ Golden time/star cards individual and class/ golden book/stickers Structured school and class routines/ Route to resilience 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</p>	<p>Social and Communications Skills group 'Fun time' 1 x 30 mins per pupil Y5: additional adult in class at all times and on the playground to support pupils to modify behaviours and access learning.</p>
Sensory and Physical	<p>Flexible teaching arrangements where necessary. Outdoor Learning Centre- Forest School Brain Gym exercises or 'Take Ten' Fine motor skills activities. Buff/pastel backgrounds on IWB screens. Coloured overlays and eye level reading rulers. BBC Dance mats Touch typing programme to practise touch typing skills in computing suite. Sentence recording Dictaphones Numicon numeracy resources/activities</p>	<p>Meaningful Movement 3 x 30 mins in school hall at 8.45am to improve physical development and core stability to improve:</p> <ul style="list-style-type: none"> • Coordination • Concentration <p>Y3: Y4</p>	<p>Sensory Analysis audit for to be carried out by ALST Sensory Breaks- boxed resources for 5-10 mins break after completing each activity on the Motivator strip-</p>