

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/phonics dictionaries T4W Writing frames. Stem sentences. Continuous provision/ table top 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, Knowledge recall grids (whole class activity)</p>	<p>Additional volunteered individual reading support 15 mins each child: Y1- 14 pupils Y2- 11 pupils Phonics intervention Y1- 14 pupils Phonics intervention: Y2 -11 pupils In class support from TA or class teacher 8x20 mins group work Y1 and Y2. Number Partners Grab and Go Y1 up to 7 pupils- Y2 up to 7 pupils and other pupils identified in lessons: E2L Support- Language programme: KS1:</p>	<p>Additional Individual reading support 2x15 mins per child: ELS phonic intervention Y1:- 3 pupils Y2: 5 pupils - TA group Maths/English 8 x 20 mins group work support: Y1- as identified Y2- 1 pupil (others as identified) Number Partners Grab and Go:Y1 - 0 pupils, Y2- 6 pupils (other pupils as and when appropriate) 1:1 support for RWM- 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 Social and Communication Skills group 2 x 30 mins some pupils to join for weekly sessions. - led by ABA</p>	<p>SALT 1 x 1hr per term plus 2 x ½ hr to liaise with SENDCo/LSA LSA SALT support R:, Y1: , Y2: ABA Therapy- Acorn Consultancy. 18 hrs per week 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 Whole school/class rules/Values embedded in curriculum. Reward systems/ golden time/ 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 - to be added at start of term R: 0 pupils Y1: 1 pupil Y2: 0 pupils</p>	<p>1:2 lunchtime provision for Y1- 0, Y2- 1 YR Social and Communications Skills group 'Fun time' 1 x 30 mins per pupil for 6 weeks. Y2: Individual rewards/systems/ behaviour charts. ELSA Support: to be added at start of term R: 0 pupils Y1: 1 pupil Y2: 0 pupils</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>Individual Sensory screening for pupils with sensory processing needs or ASD Whole school sensory audit-Development plan linked to AET standards.</p>	

Area of Difficulty	Universal	Targeted Support	SEND Support
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>

<p>Sensory and Physical</p>	<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</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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