

Area of Difficulty	Universal	Targeted Support	SEND Support
Cognition and Learning	<p>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 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 Coloured overlays and eye level reading rulers. Coloured paper exercise books Numicon numeracy resources/activities 'Ten Town' maths for early maths EYFS-Y1 TT Rock Stars, Numbots, Reading Eggs, Purple Mash Deepening Understanding, Knowledge Organisers</p>	<p>Additional volunteered individual reading support 15 mins each child: Y1- 7 pupils , Y2 (or Rapid Reading Groups)- 7 pupils Direct Phonics Y1- 6 pupils: Phase 3 phonics: Y2 -7 pupils to include In class support from TA or class teacher 8x20 mins group work Y1 and Y2. Number Partners Grab and Go Y1 up to 10 pupils- Y2 up to 6 pupils and other pupils identified in lessons: E2L Support- Language programme: KS1: Y1: Y2:</p>	<p>Additional Individual reading support 2x15 mins per child: Y1: Direct Phonics Y1: None this term TA group Maths/English 8 x 20 mins group work support support: Y1- 2 pupils Y2- None this term Precision teaching-None this term Number Partners Grab and Go: None this term</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.</p>	<p>SALT 1 x 1hr per term plus 2 x ½ hr to liaise with SENDCo/LSA LSA SALT support Y1: Construction Therapy Y1: 1 x 30 mins</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 Y2- Others may need to be referred as a result of COVID-19</p>	<p>1:2 lunchtime provision for Y1 Social and Communications Skills group 'Fun time' 1 x 30 mins per pupil. None this term Individual rewards/systems/ behaviour charts. ELSA Support: Y1- Y2-</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 exercises daily in class Buff or pastel backgrounds on IWB screens. Coloured overlays and eye level reading rulers 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>HI-Y1: 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 target 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 Coloured overlays and eye level reading rulers. Coloured paper exercise books Franklin Spell checkers. Numicon numeracy resources/activities TT Rock Stars, Reading Eggs, Deepening Understanding Knowledge Organisers</p>	<p>Rapid Reading Y3: 10 pupils- 2 groups 1 x 30 mins each-group 1 group 2. Y4: 2 pupils 1 x 30 mins plus 4 pupils at SEND stage Y5: 4 pupils 1 x 30 mins Y6: 3 pupils 1 x 30 mins SPAG Intervention : Y3: 10 pupils Y4: 4 pupils (Consider others at low expected- for additional phonics support). Y5: 6 pupils. Y6: 3 pupils. Number Partners Grab and Go 1:1 Mastery maths interventions as appropriate in Maths topics for those identified in lessons: Y3- Y4-, Y5-, Y6- In class group work support from TA or class teacher</p>	<p>Individual reading support (Can be Rapid) 2x 15 mins each child: Y3:- 1 pupil Y4: 4 pupils Y6 - 1 pupil Rapid Reading 1 x 30 mins per week: Y4 4 pupils, to join 2 pupils at targeted support Precision teaching SPAG Y3: 1 pupil . Y4: 4 pupil Y6: 1 pupil reading and spelling daily 10 min precision teaching phonics/CEW for reading/spelling. In class supp from TA @5 hrs group work. Number Partners Grab and Go 1:1 as appropriate. Y3: 1 pupil Y4: 4 pupils Y6: 1 pupil</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 Social and Communication Skills group 2 x 30 mins some pupils to join ASD pupils for weekly sessions.</p>	<p>Social and Communications Skills 'Fun time' 1 x30 mins per pupil Y3: . Y4: Y6:</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 Y3- Y4- Y5- Others may need to be referred as a result of COVID-19</p>	<p>ELSA support Y4:</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. 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. HI- Y4: waiting for contact from HI</p>	<p>Sensory Breaks- boxed resources for 5-10 mins break after completing tasks. Y3 Dyspraxia support-Y6 writing slope, exercise books with wider lines. Additional time to move around school. Space around when sitting and standing.</p>

