

Area of Need: Cognition and Learning		
Universal Provision (Quality First Teaching)	Additional Provision (Additional to class teaching)	High Need Provision (Different from)
<ul style="list-style-type: none"> ● Differentiated curriculum - planning and work (recorded in red on planning) ● Differentiated delivery - questioning and language ● Differentiated outcome to meet objective ● Differentiated homework ● Learning broken down into manageable chunks ● Use of writing frames ● Use of ICT, story/cartoon board ● Use of IPAD ● Careful consideration of position and seating in the classroom to aid learning potential ● Extra thinking time to respond to questions ● Preview key vocabulary ● Revision classes ● Teacher focus group ● Cracking comprehension groups ● Visual timetables ● Handwriting – Funky Fingers ● Visual cues - pictorial/vocabulary wall ● 1:1 reading ● Pre teaching of new topics ● Over-learning sessions ● Individual pictorial/vocabulary boards ● Reading rulers ● Coloured books/paper ● Writing slope ● Wobble cushion ● Additional resources, e.g. sound button 	<ul style="list-style-type: none"> ● Learning Support Plan (LSP) ● English and maths catch-up interventions: ● Fresh Start ● Nessy ● First Class @ Number ● Touch typing ● Busy Fingers ● Talk Boost ● Life Boat read and spell scheme ● Toe by Toe ● Exam booster classes (y6) ● Targeted in-class support from LSA ● Reduced/increasingly individualised timetable ● Learning Coach ● Makaton ● Speech and language intervention ● Private therapist ● Sensory Room 	<ul style="list-style-type: none"> ● Education, Health and Care Plan (EHCP) ● Small group or 1:1 support with additional adult ● Individual LSA support for x% of the day ● Referral to Educational Psychologist (EP) ● Different from curriculum ● Part-time placement ● Targeted provision: speech and language therapist ● Outside agency teaching, such as speech and language school ● CAMHs

Area of Need: Communication and Interaction		
Universal Provision (Quality First Teaching)	Additional Provision (Additional to class teaching)	High Need Provision (Different from)
<ul style="list-style-type: none"> • Differentiated curriculum - planning and work (recorded in red on planning) • Differentiated delivery - questioning and language • Visual timetables • Teacher modelling • Learning broken down into manageable chunks • Use of symbols • Pictorial support • Ear defenders • Differentiated outcome to meet objective • Differentiated homework • Use of writing frames • Use of ICT, story/cartoon board • Use of IPAD • Careful consideration of position and seating in the classroom to aid learning potential • Extra thinking time to respond to questions • Preview key vocabulary • Revision classes • Teacher focus group • Cracking comprehension groups • Visual timetables • Visual cues - pictorial/vocabulary wall • 1:1 reading • Pre teaching of new topics • Over-learning sessions • Individual pictorial/vocabulary boards • Reading rulers • Coloured books/paper • Picture Exchange Communication System (PECs) • Reward systems 	<ul style="list-style-type: none"> • Learning Support Plan (LSP) • Targeted in-class support with speech and language • Use of additional IT • Speech and Language intervention-small group/1:1 • Small group social intervention group • Colourful semantics • Ear defenders • Learning Coach • Colourful Semantics • Zones of regulation • Sensory Room 	<ul style="list-style-type: none"> • Education, Health and Care Plan (EHCP) • Advice from the Educational Psychologist (EP)/specialist teacher or educator • Russet House Outreach (specialist school for autism) • Low stimulus environment apart from the mainstream classroom • Work/task schedules • Different from curriculum • Speech and language therapist • Makaton

Area of Need: Social, Emotional and Mental Health		
Universal Provision (Quality First Teaching)	Additional Provision (Additional to class teaching)	High Need Provision (Different from)
<ul style="list-style-type: none"> ● Whole school behaviour policy - graduated response ● Parental involvement ● Individual behaviour plans/reward charts ● Differentiation ● Circle time/PSHE geared to supporting identified SEMH in class ● Visual timetables ● Nurturing curriculum ● Learning broken down into manageable chunks ● Fidget toys, stress balls ● Quiet areas 	<ul style="list-style-type: none"> ● Personal Support Plan ● Learning Support Plan (LSP) ● Safe person/safe space ● Social skills group ● Learning Coach ● Zones of regulation ● Ear defenders ● Social stories ● Sensory Room ● Calm box activities ● Time-out card 	<ul style="list-style-type: none"> ● Education, Health and Care Plan (EHCP) ● Risk Assessment ● Reduced timetable ● SWERRL team (Strengthening Wellbeing, Emotional health, Relationships and Readiness for Learning) ● Educational Psychology involvement ● CAMHs ● Reintegration programme ● Private therapist ● Tavistock

Area of Need: Physical and/or Sensory		
Universal Provision (Quality First Teaching)	Additional Provision (Additional to class teaching)	High Need Provision (Different from)
<ul style="list-style-type: none"> • Differentiated curriculum - planning and work • Differentiated delivery - questioning and language • Flexible teaching arrangements • Enlarged print for individuals • Opportunities to access multisensory learning • Accessibility plan • Portable ramp, wheelchair • Writing slopes, pencil grips, wobble cushions • Ear defenders • Contrast friendly presentations e.g. yellow background, black writing • De-cluttered environments 	<ul style="list-style-type: none"> • Targeted interventions for area of need • Fine motor skills group • Sensory room • Magnifying glass • Funky Fingers • Learning Coach • Occupational Therapy (OT) 	<ul style="list-style-type: none"> • Education, Health and Care Plan (EHCP) • Joseph Clarke Outreach (school for the visually impaired) • Waverley Outreach (physical disabilities) • Individual LSA support • Different from curriculum