

Cognition and learning

Whole School Response	Adapted Moderated Learning (individual and small group short term interventions)	Personalised Learning (Individual Interventions)
<ul style="list-style-type: none"> • Differentiated curriculum by: task/activity/pace/learning objectives/intention/questioning, delivery by grouping, support, resources and outcome. • Breaking down tasks into small components and representing these visually • Quality teaching and learning • Quality planning • Use of VAK (visual, auditory and kinaesthetic) • Communication Friendly Environment- Blank's level of questioning, thinking time • Use of environment and displays • Use of aids- learning walls, visual and interactive whiteboards, phonic displays, mark scheme, 100 squares, multilink, deines, Beat-That maths, i-pads and computers. • School and class routines • Groupings/settings • Year group guided reading comprehension 	<p>Group Intervention Programmes:</p> <ul style="list-style-type: none"> • Streamed phonics sessions- Read, write Inc • Active phonics sessions • Targeted maths intervention • Memory games intervention • Times table support • Talking partners • Gross and fine motor skills including handwriting sessions • Additional guided reading and writing groups • Small group work to develop play and co-operative play and social skills: Circle of Friends • Teaching assistant support • Booklets for home and home tasks • Peer mentoring-Buddy system • Speech and language interventions • School Focused Plan • Class Provision Plan • Growth mind-set adults in school to model and share their own learning journeys. Books used: Thanks for the feedback, Mistakes that worked, Oh the Places You'll Go!, The girl who never made mistakes, Bubblegum brain, Unstoppable me! 	<ul style="list-style-type: none"> • External agencies- specialise support brought in (SCI/EP) • Individualised teaching • Growth mind-set • All adults to use simple language • Increase independence using memory-relieving strategies • Personalised brain breaks/down time • Inference training • Specific modelling and repetition • Teodorescu unique programme to develop fine motor skills • Toe by Toe • Precision teaching • EP/OT/School nurse/specialist teacher/support worker/counsellor • Modified literacy and numeracy curriculum • Individualised planning • Individualised timetable • Pre teaching-individualised • Busy boxes-independent activities • Paired reading/writing • Play therapy • Wellbeing/counselling/emotional support • Individualised behaviour/reward charts • Home/School book • Arrangements for LAC/at risk children

<ul style="list-style-type: none"> • Circle time, carpet time, PHSE, weekly SEAL assemblies • Buddy system • School Council • Homework books/spelling books/times tables records/TT rockstars • AFL and peer assessment • Targets • School behaviour policy • Outdoor learning provision • Theme cards, achievement cards and certificates • Celebration assemblies • Visual timetables in all classes • Active playtimes • Same day interventions in maths as required • Drop in for parents to see children's work, books, displays etc • Family phonics talks- all parents invited • EYFS talk for parents all invited. • Provision of ICT programs for use in school and at home e.g. TT Rockstars, spelling frame, spag.com • Year 6 math, reading and writing boosters 	<ul style="list-style-type: none"> • Pre-teaching groups • 	<ul style="list-style-type: none"> • Specialist transition booklets • SFP • SEN resources sourced and made • SEN dedicated funding- support needs • SEN funding provision map with identified successes and outcomes/impact • Parental support
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- Staff training on working memory, first aid etc.

Sensory and Physical

Whole School Response	Adapted Moderated Learning (individual and small group short term interventions)	Personalised Learning (Individual Interventions)
<ul style="list-style-type: none"> • PE curriculum • Swimming Year 5 • Sports Day • Team Activ events e.g. cross country • Lunchtime sports club • After school/before school sports clubs • Year 3,4,5,5 residentials • Outdoor provision EYFS • Local walks • Active Passport • Use of trim trail at playtimes • Outdoor play equipment in EYFS • The daily mile • VAK provision • After school clubs e.g. Pop Shop, Cartoon Club, Patchwork • Bikeability Year 5 • Appropriate resources e.g. left handed scissors/exercise books with different lines • Use of aids e.g. chewellry, pencil gripsm slopes, steps, adaptations of 	<p>Group Intervention Programmes:</p> <ul style="list-style-type: none"> • Sensory Bound activities for small group interventions • Gross and fine motor skills including handwriting interventions • Structured indoor and outdoor play • Teaching assistant support • SFP • Class provision map • Active phonics • Jump Ahead • Doh Disco • Brain gym 	<ul style="list-style-type: none"> • Provision of individualised aids eg. Step, slope, wobble cushion, elastic chair bands, waited blankets • Busy boxes full of sensory toys and activities • Individualised chewellry • Individualised support in PE, playtimes and on trips • Alternative recording-use of a scribe, IT (Personal laptop) • Individualised physio support • Lunchtime support • Movement breaks • Doh Disco • Meet and Greet • Support from the school nurse • Multi-sensory approach to learning i.e. learn a new letter by hearing it, saying it, seeing it and writing it. • Jump Ahead programme

taps and door handles and
headphones.

- Seating plans
- Sensory awareness training

Social, emotional and mental health

Whole School Response	Adapted Moderated Learning (individual and small group short term interventions)	Personalised Learning (Individual Interventions)
<ul style="list-style-type: none"> • Curriculum provision- PHSE • Yearly charity assemblies to promote e-safety and stranger danger • Growth mind-set approach • Celebration assemblies • Music and Sports awards • Buddy system • Circle/carpet time • Worry monsters • Positive, calm classroom environments • Before and after school clubs • Staff training SEMH/Thrive • Positive behaviour policy • Staff modelling positive approach • Enterprise projects • KS2 residential • Trips • Environmental leaders 	<ul style="list-style-type: none"> • Circle time interventions • Circle of Friends interventions • Lego Therapy • Six bricks intervention • Time to talk • Board game interventions • Team teach training • Socially speaking intervention • Growth mind-set Bubble Gum Brain activity intervention • Emotion based intervention-panicosaurus 	<ul style="list-style-type: none"> • Outside agencies-specialist support brought in/referred to e.g. CAMHS • Individualised social stories • Emotion boards • Use of 5 point scale • Positive handling plan-team teach approach • Individualised reward system • Home/School diary • Individualised support-identified TA for specific needs • Wellbeing/counselling/emotional support from outside professionals • Meet and Greet • Resource box for individuals to access throughout the day • Growth mind-set intervention

Communication and Interaction

Whole School Response	Adapted Moderated Learning (individual and small group short term interventions)	Personalised Learning (Individual Interventions)
<ul style="list-style-type: none"> • Visual timetables • Visual prompts around the classroom and on desks • Appropriate groupings and settings • Use of VAK strategies • All children assessed using Well Comm on entry to F2 • Staff training e.g. social stories, ASD early identification, communication friendly school • Talk for writing • Talk partners • Collaborative working approaches • Class and group discussions • Buddy system • All staff expose children to a language rich environment supported by visuals and real objects • Streamed phonics sessions- Read, Write Inc as well as whole word approach taught • Lots of opportunities to work and alongside positive role models • Lots of praise and reinforcement • 	<ul style="list-style-type: none"> • Well Comm group intervention • Lego group intervention • Barrier games intervention e.g. Blacksheep • Circle time intervention • Music Therapy • Six Blocks • Socially speaking intervention • Circle of Friends • Activities presented as a game • Pre teach key words, vocabulary lists and sentence starters • Clicker 	<ul style="list-style-type: none"> • First/then board • Individualised daily time tables • Access to a special time out box • Specialist equipment sourced e.g. helmets, ear defenders etc • Individualised pre teaching, over learning and repetition • Pre warning of change- interventions to support change • Talking Tins • Meet and Greet • PECS (picture exchange communication system) • SALT- Individualised plan • Well Comm-Individualised plan • Extra support by a key worker at playtimes and lunchtimes • Social Stories • The Big A intervention • Home/School diary • Individualised support with access to a key worker • Use of transitional objects • Positive behaviour plan • Individualised reward chart • Task boards • SFP • SEN resources sources and made

		<ul style="list-style-type: none">• SEN dedicated funding
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