



Communication and Interaction Including: SLCN and Autism	Cognition and Learning Including: Dyslexia, Dyscalculia and Specific learning difficulties: MLD, SLD, PLMD	Sensory and/or Physical Including: Visual impairment, hearing Impairment, multi-sensory impairment and physical disability.	Social, Mental and Emotional Health Including: ADHD and anxiety
Universal Provision – Quality First Teaching			
<ul style="list-style-type: none"> • Flexible teaching arrangements • Structured school and classroom routines • Warning of change • Differentiated curriculum delivery e.g. simplified language • Increased visual aids/modelling • Visual timetables • Repetition/clarification of instructions • Assessment for exam Access Arrangements. 	<ul style="list-style-type: none"> • Differentiated tasks • Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording • Repetition/clarification of instructions • Assessment for exam Access Arrangements. • Differentiated output or outcome e.g., use of ICT, fewer sentences • Increased visual aids/modelling etc. • Visual timetables • Alphabet, word and number charts, mats, banks • Dictionaries • Use of writing frames • Ensuring appropriate reading material available • Individual white board 	<ul style="list-style-type: none"> • Flexible seating arrangements • Handwriting/fine motor skill programme • Specialist resources – pencil grips, triangular pencils, variety of types of scissors • Multi-sensory equipment • Range of equipment & opportunities for balancing, exploring etc. • Assessment for exam Access Arrangements. • Brain gym exercises • Provision of left-handed equipment • Written signs for class labels in classes • Seating arrangements (r-handed, l-handed etc) 	<ul style="list-style-type: none"> • Whole school behaviour policy • Positive behaviour strategies • Structured school and classroom routines • Positive reward systems • Consistent and progressive sanction system for when rules broken • Involvement in after school clubs • Individual job and responsibility • Support of lunchtime supervisors at lunchtime • Assessment for exam Access Arrangements. • Weekly focus on social, emotional aspects of learning • Mental Well Being PHSE curriculum • Visual timetables
Targeted Provision – different from or in addition to			
<ul style="list-style-type: none"> • Speech and Language support groups 	<ul style="list-style-type: none"> • Pupil Passport • In-class TA support 	<ul style="list-style-type: none"> • Pupil Passport • Fine Motor skills programme 	<ul style="list-style-type: none"> • Pupil Passport • Zones of Regulation



<ul style="list-style-type: none"> • Pupil Passport • Modelling of good language throughout the school. • 1:1 Speech and Language sessions. • Exam Access Arrangements (if required). • Social Skills support • Additional planning and arrangements for transition • Access to LSC Calm Room • Referral to Autism Advisory Team (via EHA) • LEGO Therapy 	<ul style="list-style-type: none"> • Differentiated resources • Multi-sensory letter work & spelling programmes • Task sheets • Group use of ICT programmes • Small group of support for literacy • Small group of support for maths outside class. • Exam Access Arrangements (if required). • Support for reading comprehension, e.g., cloze procedure, comprehension exercises, word mats • Pastel / tinted paper • Tinted overlays/rulers • Referral to Educational Psychology Team (via EHA). • Additional planning and arrangements for transition 	<ul style="list-style-type: none"> • Gross Motor skills programme • Sports events – additional preparation • ICT resources available • Additional planning and arrangements for transition • Referral to vision impairment or hearing loss support teams (via EHA). • Exam Access Arrangements (if required). • Site audits and adjustments. 	<ul style="list-style-type: none"> • Use of buddy system • Additional planning and arrangements for transition • Access to LSC Calm Room • 1 to 1 work with behaviour mentor / ELSA. • Early Help Assessment to request support from outside agencies. • Social Skills support • Family Support Worker involvement. • Exam Access Arrangements (if required). • LEGO Therapy
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Specialist Provision – provision for specialist needs (including The Nightingale Autism Centre)

<ul style="list-style-type: none"> • Pupil Passport • EHCP (if appropriate) • Personalised timetable • Individual Speech therapy • Care Plans. • Intervention delivered by Speech therapist 	<ul style="list-style-type: none"> • Pupil Passport • EHCP (if appropriate) • Pre-teaching of class learning • Reinforcement practice of class learning • One to one support for literacy outside class 	<ul style="list-style-type: none"> • Pupil Passport • EHCP (if appropriate) • Provision of specialist equipment – ICT, sloping board, grips, sticky mats, special cushion etc • Individual handwriting/fine motor skills work 	<ul style="list-style-type: none"> • Pupil Passport • EHCP (if appropriate) • Individual reward/sanction scheme • TA support – communication of feelings
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<ul style="list-style-type: none">• Individual visual timetables / schedule• Visual Supports e.g. Now/Next boards; Choice Boards;• Individual ICT programmes• Work station for part of day• Outside agency advice• Individual risk assessments• Augmented Communication aids• Monitoring visit from the Autism Advisory Team.• Sensory Diet and Sensory Circuits• Increased Adult Support• Ear defenders	<ul style="list-style-type: none">• One to one support for maths outside class• List of current and future topic words• Additional planning and arrangements for transition• Outside agency advice, including from Cognition and Learning Team• Dyslexia-friendly resources• Transition arrangements from primary school and to Post 16 settings.	<ul style="list-style-type: none">• TA support/monitoring at lunchtimes• Individual planning and arrangements for transition• Outside agency advice• Individual risk assessment• Access to enlarged resources• Scribe in class• Physio exercises• Ear defenders• Stress toys• Other sensory aids (e.g., weighted blanket)• TA support in PE/dance/games• Alternative PE curriculum• Access to outside spaces	<ul style="list-style-type: none">• TA support individual debriefing/pre-empting• Individual Behaviour Plan• Break / lunchtime monitoring• Counselling from outside agency through referral system• Individual seating or work station for aiding concentration for part of day• Weekly feedback to parents - email / phone / face-to-face• Time out system and space• Additional transition arrangements• Individual risk assessments• Internal exclusion• CAMHS involvement through referral• Learning Mentor 1:1 Sessions
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- *This document outlines the provisions available to students in our school. It is by no means exhaustive and we continually review what we can offer and provide based on the changing needs of our students.*
- *Some of the provisions listed we will require parent / carer meetings and the completion of Early Help Assessments.*
- *Referrals to CAMHS, The CDC, Occupational Therapy, SALT and external agencies, will require parents / carers to complete necessary paperwork and return it to the school SEND Team.*