

	Universal provision	Targeted provision	Enhanced provision
Strategies may be	Class teacher planning	Passport developed with the pupil and parent or	Additional Needs Plan with passport - where needs
recorded on:	Passport	Access Plan Do and Review Support Plan (APDR) of Behaviour Support Plan reviewed with parents at	are complex across a number of categories of need and/or severe requiring ongoing external advice.
		least 3 times a year, or Thrive Plan	Reviewed with parents at least 3 times a year.
Communication	Annual Language link assessments for	Annual Language link screener for KS2 pupils	Ongoing individualised advice, target setting
and	Reception, Y1 and Year 2 and new comers in	who have previously been highlighted by LL	and programme recommended by Speech and
Interaction	KS2	previously	Language Service
	Language link listening groups in KS1 and KS2	Pre-teaching groups to support vocabulary	Individualised pre-teaching and vocabulary
		development and access to the curriculum	development
	Language link intervention groups in KS1	<b>T</b> (1) (1) (1) (1) (1) (1) (1) (1) (1) (1)	
	Visual supports for memory and attention	Twice-yearly Language link screener updates	Individualised identification of misunderstandings and targeted teaching
	including visual timetables, now and next	Language link intervention groups in KS2	appropriately.
	boards and tasks boards		
		Supplementary Language link interventions in	
	Speech link screener	KS1 and KS2	
	Use of social stories to develop understanding	Speech link focused session on targeted sounds	
	of new situations and scenarios	as identified by speech link screener	
	Use of comic strip conversations to revisit and	Referral for assessment by Speech and	
	develop understanding of situations	Language service	
	Individual low distraction work station	Advice and programme recommended by	
		Speech and Language Service	
	Additional strategies such as Makaton or		
	Communicate in Print are used depending on		
	the needs of the cohort.		



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	Class teacher planning	Passport developed with the pupil and parent or Access Plan Do	Additional Needs Plan with passport -
be recorded on:	Passport	and Review Support Plan (APDR) or Behaviour Support Plan	where needs are complex across a
		reviewed with parents at least 3 times a year, or Thrive Plan	number of categories of need and/or
			severe requiring ongoing external advice.
			Reviewed with parents at least 3 times a
			year.
Cognition and	EYFS and KS1 – Little Wandle Phonics	Ongoing intervention in place to support focused targets	Discuss with Educational Psychologist
Learning	programme, and daily catch up	identified by assessments	via referral process of
	KS1 Little Wandle rapid catch up programme		appropriateness of observation and
		Access to precision teaching models such as Bullseye	assessment of cognitive skills – verbal
	School based progress trackers	(HFW)	and non-verbal, dynamic assessment
	1 0		for learning skills, memory (auditory
	KS2 Access to Lexia Reading programme	Use of other non-standard assessment for visual	and visual), processing skills
		discrimination, stages of attention	
	KC1 8 KC2 Lice of additional Literacy information		Discussion with CLASS via referral
	KS1 & KS2 Use of additional Literacy information		
	gathering assessments and checklists to identify	Use of standardised assessments to identifiy strengths,	process regarding standardised
	strengths and barriers to learning such as	barriers and to monitor progress	assessments such as vocabulary
	Awareness of Print, Understanding of	EG reading ages (Nara II), spelling ages (SWST) Maths	
	Phonological awareness, High Frequency words,	(Sandwell assessment)	Use of additional monitoring and
	sequencing, memory, informal writing analysis,		progress tracking strategies e.g.
	Busy Box Fine motor skills assessment and	Use of additional monitoring and progress tracking	Engagement model, P Levels.
	including a pupil voice discussion	strategies e.g. Engagement model, P Levels.	
			Highly individualised curriculum
	Class based intervention, adapted teaching	KS1 Access to Lexia Reading programme	planning
	strategies in place focusing quality first teaching		P
	on strengths, and identified needs.	Access to scribes/ readers and extra time as agreed as a	
	on strengths, and identified fields.	part of usual class provision	
	Viewel evenewte for moment, ettention and	part of usual class provision	
	Visual supports for memory, attention and	Duril Advice Meeting with CLACC advices (consent	
	sequencing including visual timetables and tasks	Pupil Advice Meeting with CLASS advisor (consent	
	boards, working walls, word banks (visualised)	required)	
	prompt sheets, mind maps, word webs and		
	mnemonics. Use of CIP in EYFS/KS1 and as	Discussion at Link EP meeting (consent required)	
	appropriate in KS2.		



Chunking of instructions, additional time for processing opportunities for rehearsal and practice of skills.	
Use of multisensory approaches and real life examples to scaffold move from concrete to abstract	
Use of ICT and other strategies to support recording e.g. mind mapping,	
Use alternative presentation in materials – e.g. consideration of font, size, colour of paper line spacing, lighting Use strategies for scaffolding e.g. writing frames, highlighting	
Access to scribes/ readers and extra time as agreed as a part of usual class provision	
Anonymous discussion at CLASS drop in	



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be recorded	Passport	Access Plan Do and Review Support Plan (APDR) or	are complex across a number of categories of need
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on:		least 3 times a year, or Thrive Plan	Reviewed with parents at least 3 times a year.
Social	The Thrive Approach strategies	Class based Thrive group profiling and	Discussion with TASS regarding adaptions to
	The miller approach strategies	intervention	school policies and procedures to support
emotional	Zones of Regulation/Mood monster strategies in	intervention	emotional regulation and well-being.
and mental	class including size of the problem	Individual or small group wallbaing intervention	enotional regulation and weil-being.
health	class including size of the problem	Individual or small group wellbeing intervention	
	The second state in the second second second	(e.g. Zones of regulation, Talkabout 1 self-	Highly individualised planning to maintain safety
	Therapeutic Thinking strategies	awareness or Thrive Individual)	and wellbeing with frequent reviews
	Bi-annual whole class The Thrive Approach	Short term small group social skills intervention	Adapted school day
	profiling	e.g. Socially speaking , Talk about 2, Black Sheep	
		Think about Friends	Consideration of implementation of Flexi-
	Class based Thrive strategies individual and		schooling
	small group focus	Individual Thrive profiling	
		Individual Thrive planning and support	CAMHS referral
	Resilience, turn taking and social skills		
	development as part of PSHE and curriculum	Use of ABC approach to identify triggers and de-	
	teaching	escalation strategies	
	Class strategies for receiving pupil voice and	Behaviour plan or Attendance plan based on	
	allowing opportunities to share concerns and	Therapeutic Thinking strategies and other school	
	worries e.g. Worry Box, Zones pegs, Bubble Time	policies	
	Use of comic strip conversations to revisit and	Transitioning in plan and/or adapted school day	
	develop understanding of situations	and other reasonable adjustments	
	Use of social stories to develop understanding of	Use of EBSA checklist and monitoring	
	new situations and scenarios		
	new situations and sechanos	Pupil Advice Meeting with CLASS advisor	
	Use of sensory and other checklist to identify	(consent required)	
	triggers and areas of need		



	Safe spaces within the classroom are identified if needed for time out Changes are highlighted in advance and transitions are carefully planned for. Reasonable adjustments are made in discussion with parents, SENCO and Head of School	Drawing for Talking set of 12 sessions (consent required)	
Strategies may be recorded on:	Class teacher planning Passport	Passport developed with the pupil and parent or Access Plan Do and Review Support Plan (APDR) or Behaviour Support Plan reviewed with parents at least 3 times a year, or Thrive Plan	Additional Needs Plan with passport - where needs are complex across a number of categories of need and/or severe requiring ongoing external advice. Reviewed with parents at least 3 times a year.



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