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| **E:\Slinfold\2022 - 2023\Leadership\PE\School Logo.png** | **Slinfold CE Primary School - Whole School Provision 2024-2025** | | | |
| **Four Broad Areas of Need – definitions** | **Cognition & Learning**  *Specific* Learning Difficulty (SpLD) e.g. Dyslexia, Dyscalculia, Dyspraxia  *Moderate* Learning Difficulty (MLD) cognition issues, learn at a slower pace than their peers  *Severe* Learning Difficulty (SLD) will need support in all areas of curriculum and could have complex needs, communication and mobility needs. | **Communication & Interaction**  Speech, Language and Communication Needs (SLCN) difficulties understanding language or expressing themselves; speech defects; social communication difficulties  Autistic Spectrum Disorder (ASD) social interaction difficulties, understanding language, communication and imagination, great difficulty interacting with others. | **Social, Emotional Mental Health**  Social, Emotional and Mental Health Difficulty (SEMH) can include withdrawn/isolated; challenging behaviour; anxiety, eating disorders.  ADHD  Attachment Disorder | **Sensory & Physical**  Visual Impairment (VI)  Hearing Impairment (HI)  Multi-Sensory Impairment (MSI) combination of both of the above and more  Physical Disability (PD) e.g. cerebral palsy. |
| **Quality First Teaching/ OAIP** | * Differentiated curriculum – planning, learning, resources, scaffolding etc. * Pre-teaching of subject vocabulary * Teaching sequencing as a skill * Text presented clearly – bullet points, clear font, headings * Pupils encouraged to explain what they have to - check understanding * Links to prior learning explicitly made /retrieval practice integrated into lessons * Key learning points reviewed throughout lesson * Conceptual variation in Maths * Alternative ways of demonstrating understanding eg. Diagrams, mind maps, use of voice recorders * Provide a range of writing frames * Word mats designed for specific subjects/lessons * Opportunities to work with a scribe or use ICT when necessary * Use of ICT/apps to reinforce what has been taught * Use of ICT/apps as solution to difficulties e.g. dictation, typing * Coloured overlays, coloured paper for worksheets & coloured background on SMART board * Extra time to complete tasks * Learning ladders to break down steps * Learning buddies * Tactile resources | * Structured class routines * Visual class timetable * Using songs for routines * Increased visual aids * Visual timetables at eye level of children * Use of key words/vocabulary emphasised when speaking * Multi-sensory approaches used to support spoken language eg. Symbols/pictures/concrete apparatus/artefacts/role-play * Instructions in manageable chunks * Checklists and task lists * Delivery slowed down with time given for processing * Prompt cards used to support understanding * Talking partners used * Classroom seating plan considered so children can see teacher and visual prompts * Access to a quiet work station * Minimise use of abstract language/language tailored to individuals * Eye contact as necessary for the child | * Emphasise positives in front of others to develop children’s self-confidence * Give pupils classroom responsibilities * Social stories * Refer regularly to school/classroom rules * Calming music * Weighted blankets * Team around the child approach * Use of ear defenders to support focus * Breaks between tasks * Moving around/sensory breaks * Interactive strategies eg. Whiteboards to hold up answers * Clear behaviour expectations modelled by staff * Quiet zone or sensory space * Visual timer/stop watch * Use post-its for questions rather than interruptions * ‘Fiddle’ toys * Concrete resources easily at hand to support * Give a ‘set time’ for written work * Personalise teaching to reflect pupils’ interests * Reward systems * Learning ladders to break down steps * Wobble cushion/resistance bands to support sitting in chairs or on carpet spot * Meet and greet at key transition points e.g. start of day, lunchtime etc. | **Visual**   * Coloured overlays/ different coloured paper * Consider lighting – natural and artificial * Eliminate inessential copying from the board * Where copying is required, ensure appropriate print size photocopy is available or use full page magnifier to enlarge * Read aloud as you write on the board * Avoid standing in front of windows – your face becomes difficult to see * Consider seating – sat at the front closer to board/resources   **Hearing**   * Careful seating – closest to the teacher * Keep background noise to a minimum – if severe use felt in pencil pots etc., reduce use of velcro * Slow down speech rate * Allow more thinking time * Repeat contributions from other children – their voices may be softer and speech more unclear * Check that oral instructions have been understood * Face the pupil when speaking & keep hands away from mouth   **Co-ordination**   * Sat at table where there is sufficient space * LH & RH pupils not next to each other with adjacent hands * Desks at elbow height * Sloping desk stand if appropriate * Seated with minimal distractions. * Encourage oral presentations or use of ICT as an alternative to written work where appropriate. * Lined paper with sufficient wide spaces between lines to accommodate pupil’s handwriting. * Dough disco to support fine motor * Range of fine motor and gross motor activities   **Sensory**   * Fiddle toys * Sensory diet/breaks |
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|  | **Cognition & Learning** | **Communication & Interaction** | **Social, Emotional Mental Health** | **Sensory & Physical** |
| **Interventions** | * Learning Mentor * Song of Sounds Phonics * 1:1 precision teaching * 1:1 use of ICT programmes –Nessy, Sumdog, Clicker 7 * 1stclass@Number (Yr1/2) * Project X | * Narrative Therapy groups * Individual timetable * Nessy * Programmes from SALT * Individual Speech/Language programme * Individual visual timetable and/or prompts * Lego Therapy * Sensory Circuits | * Social skills group * Sitting spot/carpet spot * Playground Monitoring * Sticker/reward charts * Behaviour logs * Home/school communication books * Learning Mentor * Meet and greet * Designated work station * Learning Mentor * Lego Therapy * Sensory Circuits | **Visual**   * Scanning   **Hearing**   * Following relevant advice from Hearing Team   **Co-ordination**   * Sensory Circuits * Input and programmes from Physiotherapy and Occupational Therapy * Clicker 7   **Sensory**   * Input and programmes from Occupational Therapy * Sensory Circuits * Input and programmes from Physiotherapy and Occupational Therapy * Individual Toileting programme * Individual handwriting/fine motor programme * Provision of adapted materials eg. enlarged text * Own seating |
| **IAP – Internal**  **Alternative Provision** | * 1:1 Tutoring (Bright Teach) * Cooking (small group or 1:1) * Forest School (small group or 1:1) | * 1:1 Tutoring (Bright Teach) * Art Therapy * Play Therapy * Cooking (small group or 1:1) * Forest School (small group or 1:1) | * 1:1 Tutoring (Bright Teach) * Art Therapy * Play Therapy * Cooking (small group or 1:1) * Forest School (small group or 1:1) * ELSA | * 1:1 Tutoring (Bright Teach) * Cooking (small group or 1:1) * Forest School (small group or 1:1) * ELSA |