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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  | **Social, Emotional Mental Health**Social, Emotional and Mental Health Difficulty (SEMH) can include withdrawn/isolated; challenging behaviour; anxiety, eating disorders. ADHDAttachment 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
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| **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)
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* Forest School (small group or 1:1)
* ELSA
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