

Area of need	Quality first teaching Step 1	Step 2	Step 3
<b>Cognition and learning (C&amp;L)</b>	<ul style="list-style-type: none"> <li>• Differentiated curriculum on main class planning, activities, delivery and outcome</li> <li>• Pupil progress meetings</li> <li>• Increased visual aids e.g. the use of IWB, modelling etc</li> <li>• Visual timetables</li> <li>• Illustrated dictionaries</li> <li>• In class support from all adults weekly. Teachers to deploy additional adults effectively.</li> <li>• Focus group work with CT</li> <li>• RML / Read Write Inc.</li> <li>• DSR year one (autumn and spring term) reception (summer term)</li> <li>• Guided reading</li> <li>• Individual reading</li> <li>• Numicon</li> <li>• Practical resources</li> <li>• Letters and sounds/Jolly phonics</li> <li>• Pre teaching vocabulary</li> <li>• Chunking work into smaller sections</li> <li>• Enlarging print if needed</li> <li>• Classroom management and seating</li> </ul>	<ul style="list-style-type: none"> <li>• Individualised planning (LSP)</li> <li>• 1:1 phonic tutoring</li> <li>• Writing intervention groups</li> <li>• Booster groups in maths, reading and writing</li> <li>• In class support from additional adult.</li> <li>• 1:1 reading support (beanstalk)</li> <li>• ICT programmes: e.g. Wordshark, Clicker</li> <li>• Colourful semantics</li> <li>• 15 minute box</li> <li>• The number box</li> <li>• 5 minute maths box</li> <li>• Memory magic</li> <li>• Lifeboat</li> <li>• Touch typing</li> <li>• Toe by Toe</li> <li>• Word wasp</li> <li>• PIVATS assessment</li> <li>• Cognition screeners/strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Individualised planning (LSP)</li> <li>• Educational Psychologist</li> </ul> <p>Observations/consultations/strategies and recommendations to be reviewed termly/half termly.</p> <ul style="list-style-type: none"> <li>• Speech &amp; Language Therapy</li> </ul> <p>Observations/consultations/strategies and recommendations to be reviewed termly/half termly.</p> <ul style="list-style-type: none"> <li>• SEN Team support</li> <li>• SENCO supported observations and recommendations for individual children</li> <li>• Special school outreach support</li> <li>• Individual IPad/laptops to support EHCP outcomes.</li> <li>• Curriculum tailored to support the needs of complex children.</li> <li>• Educational Health Care Plans – EHCP</li> </ul>

	<ul style="list-style-type: none"> <li>• Reasonable adjustments to timetable</li> <li>• Teachers to plan and provide daily work for all additional adults working with children with differing needs.</li> </ul>		
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	<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>
<b>Speech , Language &amp; Communication Needs (SLCN)</b>	<ul style="list-style-type: none"> <li>• Differentiated curriculum on main class planning, activities, delivery and outcome e.g. simplified language</li> <li>• Increased visual aids e.g. the use of IWB, modelling etc</li> <li>• Visual timetables</li> <li>• Illustrated dictionaries</li> <li>• In class support from all adults weekly. Teachers to deploy additional adults effectively.</li> <li>• Focus group work with CT</li> <li>• RML / Read Write Inc.</li> <li>• DSR year one (autumn and spring term) reception (summer term)</li> <li>• Guided reading</li> <li>• Individual reading</li> <li>• Practical resources</li> <li>• Letters and sounds/Jolly phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Individualised planning (LSP)</li> <li>• Communication passport</li> <li>• Speech and language group</li> <li>• LASS/Language &amp; Social Skills</li> <li>• Talk Boost</li> <li>• Bucket/shower curtain activities.</li> <li>• Lift off language</li> <li>• Speech and language screeners/strategies</li> <li>• Colourful semantics</li> <li>• Word shark</li> <li>• Number shark</li> <li>• Memory booster</li> <li>• Nurture group (social skills)</li> <li>• Chatterbox</li> <li>• Sensory room</li> <li>• Picture Exchange Communication Systems - PECS</li> </ul>	<ul style="list-style-type: none"> <li>• Individualised planning (LSP) tailored to support the needs of complex children.</li> <li>• Speech therapist Observations/consultations/strategies and recommendations to be reviewed termly/half termly</li> <li>• Russet house (ASC) outreach service</li> <li>• Waverley, West Lea, Oaktree Schools outreach support</li> <li>• Individual visual timetables and workstations</li> <li>• Parental support groups/outreach services invited in to deliver their services to staff and parents.</li> <li>• ASD Nurture group (social skills)</li> <li>• Educational Health Care Plans – EHCP</li> </ul>

	<ul style="list-style-type: none"> <li>• Pre teaching vocabulary</li> <li>• Chunking work into smaller sections</li> <li>• Classroom management and seating</li> <li>• Reasonable adjustments to timetable – how many words they use, allowing time to process thoughts etc.</li> <li>• Teachers to plan and provide daily work for all additional adults working with children with differing needs.</li> </ul>		
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<b>Social, mental and emotional health (SMEH)</b>	<ul style="list-style-type: none"> <li>• Whole school behaviour policy</li> <li>• Class rules</li> <li>• Class rewards and sanction system</li> <li>• PSHE</li> <li>• Achievement assembly</li> <li>• SEAL assemblies</li> <li>• RE curriculum</li> <li>• Circle time</li> <li>• Differentiated curriculum on main class planning, activities, delivery and outcome.</li> </ul>	<ul style="list-style-type: none"> <li>• Circle time</li> <li>• SEAL</li> <li>• Additional PE Team activities</li> <li>• Talkabout</li> <li>• LASS – social skills</li> <li>• Nurture Group</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Child and Adolescent Mental Health service-CAMHS</li> <li>• Educational Psychologist (EP) support</li> <li>• Behavioural support service (BSS)</li> <li>• Educational Welfare Officer (EWO)</li> <li>• Safeguarding and outreach officer</li> <li>• Team Around the Family meeting – (TAF)</li> <li>• Risk assessments</li> <li>• Pastoral support plan</li> <li>• Educational Health Care Plans – (EHCP)</li> </ul>

	<ul style="list-style-type: none"> <li>• Increased visual aids e.g. the use of IWB, modelling etc</li> <li>• Visual timetables</li> <li>• In class support from all adults weekly. Teachers to deploy additional adults effectively.</li> <li>• Focus group with the CT</li> <li>• Practical resources</li> <li>• Chunking work into smaller sections</li> <li>• Classroom management and seating</li> <li>• Reasonable adjustments to timetable – how many words they use, allowing time to process thoughts etc.</li> <li>• Teachers to plan and provide daily work for all additional adults working with children with differing needs.</li> </ul>		
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<b>Sensory and physical</b>	<ul style="list-style-type: none"> <li>• Daily exercise or modified exercise to meet the child's needs.</li> <li>• Accessible single floor building adapted for wheelchair users</li> <li>• Physical play area</li> </ul>	<ul style="list-style-type: none"> <li>• Tiger team</li> <li>• Access to equipment e.g. wobble cushion &amp; writing slopes</li> <li>• Bucket/shower curtain activities</li> <li>• Gym Dough</li> </ul>	<ul style="list-style-type: none"> <li>• Occupational therapist –</li> <li>• Observations/consultations/strategies and recommendations to be reviewed termly/half termly</li> <li>• Physiotherapist</li> <li>• Observations/consultations/strategies</li> </ul>

	<ul style="list-style-type: none"> <li>• Open low outdoor play areas</li> <li>• Medical support (school nurse and welfare officer)</li> <li>• Shower and changing facilities</li> <li>• After school clubs</li> <li>• Flexible teaching arrangements</li> <li>• Differentiated curriculum on main class planning, activities, delivery and outcome</li> <li>• Increased visual aids e.g. the use of IWB, modelling etc</li> <li>• Visual timetables</li> <li>• In class support from all adults weekly. Teachers to deploy additional adults effectively.</li> <li>• Focus group work with CT</li> <li>• Practical resources-sensory and hands on tactile materials</li> <li>• Chunking work into smaller sections</li> <li>• Classroom management and seating</li> <li>• Reasonable adjustments to timetable one page profile, ensuring all resources match the child's needs.</li> <li>• Hearing aids and special needs glasses.</li> </ul>	<ul style="list-style-type: none"> <li>• Write dance</li> <li>• Skills club – fine or motor</li> <li>• Sensory ares</li> <li>• Fiddle toys</li> <li>• 1:1 support at lunchtime to support feeding.</li> <li>•</li> </ul>	<p>and recommendations to be reviewed termly/half termly</p> <ul style="list-style-type: none"> <li>• Sensory and physical: Russet house (ASD/Sensory support) Joseph Clarke (Visual Impairment support) Blanche Neville (Hearing impairment support)</li> <li>• Specialist school outreach support Russet House (ASD) service. Waverley, West Lea, Oaktree schools outreach support.</li> </ul>
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