



## How are we helping your child at school? 2021-2022

Area of Need	All pupils have.....	Some pupils have.....	Few pupils will have
<b>Cognition and Learning</b>	<p>Access to good quality teaching  Dyslexic friendly classrooms  Differentiated curriculum planning  Access to ICT and good quality resources  Targets  Marvellous Me  Whole class reward system  Access to indoor and outdoor learning  Small group and whole class teaching  Access to additional support(e.g. TA/ICT)  Homework  Broad and balanced curriculum  Opportunities for extra-curricular activities  Visual timetable  Marking(including positive verbal feedback/ next steps)  Learning Journals/ work books  P4C</p>	<p>Phonics/ reading intervention  Writing Intervention  Maths Intervention  Memory Skills  Additional visual aids  Auditory processing  Visual processing  Writing frames  Pre- teaching</p>	<p>1:1 support  External Advice, e.g. SALT/ SPLD  Specific resources  Specific targets/ outcomes  Own visual timetable  Support plans  Phonological Programme  DAN Programme  Now/ Next board  Individual Assessment Arrangements  Dyslexia Gold</p>
<b>Communication and Learning</b>	<p>Talking partners  Repetition, simplified language, modelling  Circle time  Use of ICT  Countdowns  Access to role play and small world activities  Structured routines and TA support  Basic signing  Home/ school diary and newsletters  Whole class reward system  Child initiated play  Visual aids  Marvellous Me  P4C  Transition support  Rules/ behaviour expectation  Network of support</p>	<p>Signing  Speaking and Listening Intervention  Playground monitoring  Modelling of social interaction  Wellcomm Intervention  Task planner  Turn taking/ Social skills group  Lego Therapy  Emotional check in</p>	<p>1:1 support  PEC's  Individual Assessment Arrangements  Specific/ Adapted resources  Specific signing  Speech and Learning Programme  Specific targets  External advice  Now and Next Board  Social stories  Individual Support plans  Support with speaking English as an Additional Language  Modelling  Bank of phrases for social communication  Commentary</p>

Wave 1= Black

Wave 2= Green

Wave 3= Blue

<p><b>Social, Emotional and mental health difficulties</b></p>	<p>School rules/ Class code of contact  Correct choices  Transition planning  Extra-curricular activities  Consistent approach for behaviour, rules and sanctions by adults  STEPS  Hand of Support (trusted adult)  Rewards, stickers  Home/ School Agreement  Monitoring of incidents  Newsletters  Assemblies  Wider community member visits  Act of kindness  Differentiated teaching and learning styles  Teaching Assistants  Marvellous Me  Positive behaviour promoted  Stars  Time out if needed</p>	<p>Communication to parents  Playground monitoring  Use of a "buddy"  Turn taking/ social skills group  Support for transition  PSHE Intervention  Comfort toy  Allocated seating, e.g. carpet spots  Protective behaviours  Lego Therapy  Talking time  Strength cards  Social skills group  Emotional check in</p>	<p>1:1 support  Social stories  Family Support Workers  Behaviour Outreach  Individual Reward Chart  Counselling/ individual therapy  Visual Timeline  Cartoon Strips  Roots and Fruits  Fidget toys  Checklists/ Anxiety mapping  Feelings Scale system  Designated calm space  Specific teaching for emotions/ behaviour  Anger Support  Risk Management or behaviour time  Reduced timetable  Support plan  Drawing and Talking Therapy  Soft start to the school day  Emotional Check in</p>
<p><b>Communication and Interaction</b></p>	<p>Broad PE Curriculum  Outdoor access  Teacher aware of sensory and physical impairment strategies  Pencils and scissors tailored to needs  Access to kinaesthetic visual and auditory learning  Medical Support and Advice  Extra-curricular activities  Wide range of curriculum resources to stimulate senses  Healthy Eating and drinking promoted  Daily handwriting practice  Fine Motor activities  Good hygiene taught and encouraged</p>	<p>Handwriting Programme  Additional Fine Motor skills  Additional Gross Motor skills  Support for PE  Toilet training  Generic strategies for Visual, Hearing or Physical Impairment  Triangular or pencils with grooves  Monitoring e.g. asthma  Fiddle Toys  Monitoring of food/ drink  Sensory breaks, e.g. rolling or bouncing a ball/ skipping</p>	<p>1:1 support  Specialist equipment (e.g. chair)  Occupational Therapy programme  A writing slope  Specific resources, e.g. scissors  Ear defenders  Individual support for PE  Individual Healthcare Plan  Individual Risk Assessment  Individual support for everyday tasks  Individual laptop/ computer</p>