

How are we helping your child at school? 2022-2023

Area of Need	All pupils have.....	Some pupils have.....	Few pupils will have
Cognition and Learning	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	Phonics/ reading intervention Writing Intervention Maths Intervention Memory Skills Additional visual aids Auditory processing Visual processing Writing frames Pre- teaching	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
Communication and Learning	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	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	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
Social, Emotional and mental health difficulties	School rules/ Class code of contact Correct choices Transition planning Extra-curricular activities	Communication to parents Playground monitoring Use of a "buddy" Turn taking/ social skills group	1:1 support Social stories Family Support Workers Behaviour Outreach

Wave 1= Black

Wave 2= Green

Wave 3= Blue

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