

Provision menu across the School September 2023

(Staff aware of needs of children through class summaries)

Adaptive teaching key points

Think STEP – Space, Task, Equipment, People

Pre-teach vocabulary e.g. whilst getting equipment out

Re-cap vocabulary and skills e.g. whilst putting equipment away at the end of the lesson

Celebration of disabled key people in the field can show all pupils what is possible – without this, there is a risk of exclusion

Clarity of instruction, explanations and modelling are crucial

Ensure resources are suitable for all

Motivation is vital to bring about engagement – if it feels too hard or too easy it will not be motivating

For many pupils with SEND, it is often the recording of the content rather than the content itself which provides the greatest level of challenge in lessons and this should be addressed in the planning and preparation for lessons.

Area of Need	Quality First Teaching (Universal)	Targeted Interventions to support children who are nearly working at age related expectations and need focused interventions to support.	Specialist Highly individualised interventions and specialist support based on assessments. Interventions and support is time limited and scrutinised to ensure accelerated progress is made.
<i>Cognition and Learning</i>	Pre-teaching of key vocabulary Use of shorter/less complex sentences Pictorial representation alongside written Reduction in verbal instruction Use of videos, songs and photographs to aid recall Opportunities to revisit previously learnt skills and vocabulary Dyslexia friendly classroom strategies (slides on buff background using Comic Sans or HfW cursive font in blue) Visual timetables at eye level of children	ELS Targeted teaching through TA support Support from TA during class sessions Differentiated phonics groups Additional guided sessions Daily 1:1 reading sessions Colourful Semantics Spotlight on Inference Coloured overlays	Dynamo Maths Word Wizard Diagnostic Assessment of Number ‘One to one’ precision teaching on specific targets Additional planning and arrangements for transition Additional individual reading Individualised resources Individualised arrangement for assessment Specific teaching of PLP targets Access to ICT for recording Outreach support from SpLD and external LD outreach

	<p>Specific links to prior learning and retrieval practice embedded in lessons</p> <p>Range of writing frames and sentence starters</p> <p>Support from teaching assistants</p> <p>Adaptive teaching curriculum planning, activities, delivery and outcome</p> <p>Supportive learning strategies – visual cues, scaffold prompts, modelling, use of ICT (including use of programs e.g. TT rock stars)</p> <p>Focused group work with class teacher e.g. guided sessions</p> <p>Increased frequency/duration of ‘Basic Skills’ e.g. phonics groups</p> <p>Differentiated, targeted questioning</p> <p>Word mats</p> <p>Chunked tasks and instructions</p> <p>Concrete resources to support application of learning e.g. Numicon, beadstrings, punctuation fans</p> <p>Use of visuals alongside written instructions</p> <p>Explicit teaching of idioms and abstract language</p> <p>Time allowed for processing</p> <p>Plenty of opportunities to involve and engage with pupils</p> <p>Appropriate use of modelling, explaining and questioning for pupils to engage with higher levels of critical thinking skills.</p> <p>Providing pupils with the chance to talk both individually and in groups.</p> <p>An expectation that pupils will accept responsibility for their own learning and work independently.</p> <p>Regularly using encouragement and (authentic) specific praise to engage and motivate pupils.</p> <p>Explicit teaching of memory strategies</p>	<p>Coloured paper and ‘white’boards</p> <p>Alternative ways to record e.g. diagrams, use of ICT, mind maps, talking postcards</p> <p>Spelling intervention</p> <p>Precision spelling</p> <p>HfL place value intervention</p> <p>Magic spells</p>	<p>agencies</p> <p>Access to EP and other external agents</p> <p>Complete personalised curriculum and individual timetable</p> <p>Additional support through funding applications e.g. Local High Needs, Disability Access funding, Early Years Inclusion funding</p> <p>Little Wandle Catch up Phonics programme</p> <p>Opportunities to have a scribe or reader when possible</p> <p>Access to a key adult for mentoring and/or emotional support.</p>
--	--	--	--

<p><i>Communication and Interaction</i></p>	<p>Adaptive teaching curriculum planning, activities, delivery and outcome e.g. simplified language Welcomm screening assessment Increased visual aids and modelling Visual timetables at eye level of children Communicate in print resources Structured and consistent school and class routines Introduction of key / technical vocabulary Visual cues Check understanding of instructions Use of BSL signing to support understanding Use of songs for routines Recasting Use of key vocabulary regularly revisited throughout each lesson Instructions in manageable chunks Prompt cards and mats to support understanding Talking partners and groups Careful consideration of classroom seating plan Access to quiet work station Minimise use of abstract language All staff have received basic autism awareness training Attention to areas of special interest or skills in order to promote learning.</p>	<p>Use of ICT Social skills group Speech and language support for groups e.g. Busy Bees, word awareness groups, NELI, targeted NHS SALT language learners Use of now/next board Targeted teaching through TA support Support from TA during class sessions Differentiated phonics groups</p>	<p>Speech and Language support from SALT Welcomm primary screening intervention materials SALT plans followed up in school through delivery of a plan Support to refer to Child development centre Support from ISL specialist advisory teacher – communication and Autism Use of Makaton signing for communication Personalised visual timetable Individualised arrangement for assessment Additional planning and arrangements for transition Individual arrangements for assessment Access to ICT for recording Additional support through funding applications e.g. Local High Needs, Disability Access funding, Early Years Inclusion funding Shared attention / intensive interaction intervention and strategy PECS Early Years Talk Boost Individual workstation or work system to develop independent learning skills, as required. Individual work around recognition and understanding of emotions, including personalised visual supports and resources/interventions for example, 5 Point Scale. Visual timetable at home for what is required for the day. Access to a key adult for mentoring and/or emotional support.</p>
---	---	--	--

<p><i>Social, Emotional and Mental health difficulties.</i></p>	<p>Whole school positive behaviour policy Whole school scripts (Hertfordshire Step on and Therapeutic Thinking approach) Whole school and class rules Values education Jigsaw RSHE curriculum Give a 'set time' for written work Interactive strategies eg. Whiteboards to hold up answers Visual timer/stop watch Calm corners Emphasise positives in front of others to develop children's self-confidence Zones of Regulation (whole school from Jan '24)</p>	<p>Support for unstructured times e.g. lunchtime club Transition groups Pastoral support TA – delivery of self-esteem work, pro-social choices behaviour support Me and my world intervention (staff delivering are NESSIE trained) Tier 2 support as offered by the school Meet and greet at key transition points e.g. start of day, lunchtime etc Wobble cushion/resistance bands to support sitting in chairs or on carpet spot Use of ear defenders to support focus Movement breaks between tasks Use of curious questioning to support EBSA Targeted teaching through TA support Support from TA during class sessions</p>	<p>Individual counselling / therapy Individual reward system linked to targets Support from Outreach at tier 3 / Traded support from Stevenage ESC Therapeutic plan plan (Herts Therapeutic Thinking) Individual arrangements for assessment Additional planning and arrangements for transition TA one to one support funded through identified funding / school resources (using small garden approach) Learning tailored to meet direct interests of the child Home school contact book Support for unstructured times e.g. lunchtime Building resilience with a book of brilliance / positive moments book or post it notes Soft starts in the morning to aid home to school transition Individual work around recognition and understanding of emotions, including personalised visual supports and resources/interventions for example, 5 Point Scale. Risk assessments of tricky situations to inform adaptations including educational visits. Access to a key adult for mentoring and/or emotional support.</p>
---	--	---	--

<p><i>Sensory and Physical</i></p>	<p><i>Visual</i> Considered lighting – natural and artificial Rest breaks provided to avoid visual fatigue Unnecessary copying from the board eliminated Appropriate print size photocopy Use of full page magnifier to enlarge Reading aloud as writing on the board Adults avoid standing in front of windows (face becomes difficult to see) Use of ICT for reading if text is too small in physical book Careful consideration of seating – sat at the front closer to board/resources Hallways, corridors and walkways kept as clutter free as possible Accessible environment where features/hazards are highlighted to support independent mobility and orientation e.g. edging strips, stickers on glass doors <i>Hearing</i> Careful consideration of seating – closest to the teacher Encourage good listening behaviour Background noise to a minimum – if severe use of felt in pencil pots etc., reduce use of velcro Speech modelled clearly and at appropriate pace Increased processing time Repetition of contributions from other children – their voices may be softer and speech unclear Checking in by an adult that oral instructions have been understood Facing the pupil when speaking & keep hands away from mouth</p>	<p><i>Visual</i> ICT may be used to increase visual access e.g. monitor linked to the IWB Access to specialised equipment e.g. writing slopes / ICT Adjustments to facilitate access to curriculum e.g. enlargement and adaptation of learning materials Larger lined and squared exercise books available Development of touch typing skills Preview of new resources/equipment prior to learning Designated space for storing the child’s belongings Coloured overlays/ different coloured paper and ‘white’boards <i>Hearing</i> Seat away from any source of noise e.g. window, corridor, fan heater, projector. Visual attention gained before speaking to support children with hearing impairments Teaching staff repeating / rephrasing pertinent comments made by other children ensuring the child accesses those comments. <i>Co-ordination & Other</i> Development of touch typing skills Access to special equipment e.g. Talking postcards, special pens, grips, enlarged tweezers etc Fine and gross motor skills groups Ear defenders Quiet zone or sensory space Sensory circuit Access to fiddle toys and jewellery</p>	<p>Access to sporting partnerships support for including physical impairments Individual support for motor skills Access to Occupational therapist / Physiotherapist through health referral Access to low incidence team / Visual impairment / PNI team Support from ISL specialist advisory teacher – communication and Autism Additional planning and arrangements for transition Health care plans to support with pupils with medical needs Individual arrangements for wheelchair user i.e. access arrangements Support with individual toileting needs Access to laptop for recording Sensory circuit Modified assessment criteria/materials used for KS1 and KS2 checks and assessments. Access to a key adult for mentoring and/or emotional support.</p>
------------------------------------	--	---	--

	<p><i>Co-ordination & Other</i></p> <p>Sat at table where there is sufficient space LH & RH pupils not next to each other with adjacent hands Desks at elbow height Seated with minimal distractions Oral presentations or use of ICT as an alternative to written work where appropriate. Range of fine motor and gross motor activities</p>	<p>Use of multi-sensory activities to reinforce learning Lined paper with sufficient wide spaces between lines to accommodate handwriting. Use of pen/pencil grips Range of handwriting pens Regular access to movement breaks Use of variety of seating e.g. wobble cushions, standing stations, gym balls, chairs, individual carpet spots Therabands on chair legs Weighted blankets and toys Targeted teaching through TA support Support from TA during class sessions</p>	
--	---	---	--