

Cognition and Learning

Quality First Teaching	School based Core offer Catch up	Band 1 Agency /personal provision Elements of school core offer	Band 2,3,4 Learning and Additional Needs enhanced EHCP
Differentiation Pitched questioning Modelling of skills High expectations Success criteria Whole school phonics ICT to support learning (Learn pads) Word/Sound Mats Literacy learning journeys Maths strategy wall Visual timetables Dictionaries Thesaurus Target cards Guided reading Guided writing Frequent Reading	<i>Additional to Quality first Teaching</i> Task boards Numicon TA Support Pre/ post -teaching Extra Literacy Support Snap Maths Memory groups touch typing 1st Class Number Closing the gap (numeracy) Reading for Meaning Looking and Thinking Clicker 5 Boosters Afterschool catch-up lessons (3:30) 1:1 Tuition Additional Reading Initial agency advice Strategies for ASD, ADHD, SpLD, SALT-implementing initial strategies In house assessments-Dyslexia Portfolio, YARC	<i>Additional to School based Core offer</i> Positive touch training LLS phonological awareness LLS developing written language skills Further agency advice Precision Teaching Targeted work from – LLS, BS, PSSS, and EP Toe by Toe 1:1 Programmes Learning language support assistants coming in Behaviour support assistants coming in Free mantles outreach and advice Regular reviews	<i>Additional to Band 1</i> Specialised equipment Moving and handling training Advanced training for individual needs Continued agency advice

Communication and Interaction

Quality First Teaching	School based Core offer Catch up	Band 1 Agency /personal provision Elements of school core offer	Band 2,3.4 Learning and Additional Needs enhanced EHCP
<p>Differentiated planning Pitched questioning Modelling of skills High expectations Success criteria Whole school phonics ICT to support learning (learning pads) Word/Sound Mats Literacy learning journeys Maths strategy wall Visual timetables Dictionaries Thesaurus Daily phonics Target cards Values based education Visual aids Talking partners Key words Show and tells Drama activities Sound buttons Daily Routines Sequencing activities</p>	<p><i>Additional to Quality first Teaching</i></p> <p>Task boards TA Support Pre/ post -teaching Extra Literacy Support Reading for Meaning Looking and Thinking Think it, say it Clicker 5 Additional Reading Initial agency advice Strategies for ASD, ADHD, SpLD, SALT-implementing initial strategies Social skills groups -ELSA Circle of friends Time to talk Comic strip cartoons Vocabulary groups Language gap Socially speaking Language for thinking activities Sequencing activities Language Builders Teaching children to listen</p>	<p><i>Additional to school-based Core offer</i></p> <p>Positive touch training LLS phonological awareness LLS developing written language skills Further agency advice Precision Teaching Targeted work from – LLS, BS, PSSS, and EP Toe by Toe 1:1 Programmes Learning language support assistants coming in Behaviour support assistants coming in Free mantles outreach and advice Regular reviews Social Stories- Autistic specialist support TA involvement Specialist involvement from LSA with 'Level 3 award in extensive knowledge to support speech, language and communication skills of 5-11's' (New Monument).</p>	<p><i>Additional to Band 1</i></p> <p>Specialised equipment Moving and handling training Advanced training for individual needs Continued agency advice Continued Outreach support Alternative and Augmentative Communication (AAC) needed with technical support as required.</p>

<p>Additional processing time Simplified Language Circle time Modelling good speech Word banks Turn-taking Rewards Targeted questioning PSHE lessons Playground friends Group work</p>		<p>Specialist involvement from staff with Level 3 award in extensive knowledge to support speech, language and communication skills of Early Years (New Monument).</p>	
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Emotional, Social and Behavioural Development

Quality First Teaching	School based Core offer Catch up	Band 1 Agency /personal provision Elements of school core offer	Band 2,3,4 Learning and Additional Needs enhanced EHCP
<p>Differentiated planning Pitched questioning Modelling of skills High expectations Success criteria ICT to support learning Word/Sound Mats Visual timetables Target cards Values based education Daily assemblies Weekly achievement assembly Range of clubs Visual aids Talking partners Key words Drama activities Daily Routines Additional processing time Simplified Language Turn-taking Rewards Targeted questioning PSHE lessons Playground friends</p>	<p><i>Additional to Quality first Teaching</i></p> <p>Task boards TA Support Pre/ post -teaching Initial agency advice Strategies for ASD, ADHD, SpLD, SALT-implementing initial strategies Social skills groups -ELSA Circle of friends Time to talk Comic strip cartoons Socially speaking Home School link Worker Links with the Children’s centre</p>	<p><i>Additional to school-based Core offer</i></p> <p>Positive touch training Further agency advice Targeted work from – LLS, BS, PSSS, and EP 1:1 Programmes Behaviour support assistants coming in Free mantles outreach and advice - ASD strategies Regular reviews Social Stories- Workstation Personalised sanctions and rewards Risk assessment Behaviour support plan ELSA 1-1 support time Grief encounter Autistic specialist support TA involvement</p>	<p><i>Additional to Band 1</i></p> <p>Specialised equipment Moving and handling training Advanced training for individual needs Continued agency advice Continued Outreach support</p>

<p>Group work</p> <ul style="list-style-type: none">Whole school behaviour policyPSHERewardsSchool/class rulesCircle timePlayground friendsTalking partnersBehaviour logsGolden timeTransition activitiesTime outOpen door policyTimersEmotion cards	<p>Individualised rewards</p> <ul style="list-style-type: none">Self-esteem groupsTransition groupsAnger GremlinRisk managementStructured lunchAdditional support at breaks5-point scale		
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Sensory and Physical

Quality First Teaching	School based Core offer Catch up	Band 1 Agency /personal provision Elements of school core offer	Band 2,3,4 Learning and Additional Needs enhanced EHCP
<p>Differentiated planning Modelling of skills High expectations Success criteria ICT to support learning Visual timetables Values based education Visual aids Drama activities Additional processing time Simplified Language Playground friends Circle time Playground friends Transition activities Open door policy Emotion cards Movement Breaks Write dance Carpet spaces Adaptions to the classroom (when appropriate) PSHE</p>	<p><i>Additional to Quality first Teaching</i></p> <p>Task boards TA Support Pre/ post -teaching Initial agency advice Strategies for ASD, ADHD, SpLD, SALT-implementing initial strategies Social skills groups -ELSA Circle of friends Time to talk Comic strip cartoons Socially speaking Individualised rewards Self-esteem groups Transition groups Anger Gremlin Risk management Structured lunch Additional support at breaks 5-point scale</p>	<p><i>Additional to school-based Core offer</i></p> <p>Positive touch training Manual Handling Training Further agency advice 1:1 Programmes Regular reviews Workstation Risk assessment ELSA 1-1 support time Use of specialist equipment such as sloping boards, pencil grips, lap weights and wobbly cushions etc Medical support Adapted resources – eg large paper, font, colour and size Targeted Work from Occupational Therapy, Physical and Sensory Support Service, Physiotherapy, Freemantles, School Nurse Team Use of ICT Handies and Fizzies – OT Speed up Jump head</p>	<p><i>Additional to Band 1</i></p> <p>Specialised equipment Moving and handling training Advanced training for individual needs Continued agency advice Care plan and Mobility programmes in place. Multi-sensory delivery of some of the curriculum Continued Outreach support</p>

	<p>Fine motor skill activities such as – peg boards, putty, cutting etc</p> <p>Overlays</p>	<p>Finger gym touch typing Personalised curriculum Individual support in PE Autistic specialist support TA involvement Strategies to maintain fine and gross motor skills. Assistance with self-help and independence skills</p>	
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