

**Universal and SEN Provision EYFS-Year 6**

***COGNITION AND lEARNING***

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| **Universal Approach** | **SEN support** |
| * High expectations of children and appropriate challenge for all
 | * 1:1 and /or small groups support for specific areas of support e.g. toe by toe, multi-sensory spelling intervention, reading etc
 |
| * Clear learning objectives and adapted outcomes, clear instructions
 | * Word building and high frequency word recognition intervention, precision teaching, IDL, small group learning,
 |
| * RWI lessons daily, Fresh Start Phonics,
* Clear feedback and next steps in their learning – children involved in the process and given time to respond
 | * Additional phonics (group and 1:1)
 |
| * Behaviour for Learning at the heart of lessons/school ethos. Grammar and language rich learning
 | * Writing intervention- personalised learning, vocabulary sessions, grammar and punctuation intervention,
 |
| * Learning walls to support key learning points, fluency and master in number
 | * Numicon and concrete maths activities, fluency CAP targets
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| * Time to talk things through with a Talk Partner before feeding back to class, thinking time, fluid groups, concrete resources
 | * Maths Catch Up Groups from Maths no problem, fluency work in small group/1:1, learning apps
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| * Access to ICT to help reduce barriers to learning
 | * Additional Maths Support (1:1, 1:2 or small group)
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| * Writing frames or alternatives to written recording when writing is not the primary objective
 | * Spelling focus group, handwriting focus
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| * Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals
 | * Additional individual reading/phonics/vocabulary
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| * Multisensory learning approach (visual, auditory and kinaesthetic learning) making use of music, actions, graphics etc
 | * Computer programmes: 1:1 and small groups in focused areas
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| * Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do, ‘Assessment for Learning’ principles in place
 | * Working memory groups
 |
| * Personalised and adapted teaching, including questioning
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| * Learning presented in small chunks. Mini plenaries throughout session to ensure pupils making good progress.  Intervention given to overcome misconceptions
 |
| * Adapted curriculum planning, activities, delivery and outcome
 |
| * Visual timetables
 |
| * Use of writing frames
 |
| * TA in class support
 |
| * Use of symbols
 |
| * Structured school and class routines
 |

***COMMUNICATION AND INTERACTION***

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| **Universal Approach** | **SEN support** |
| Adapted curriculum planning, activities, delivery and outcome e.g. subject specific language | * In class support, access resources, visuals, IT, Wellcomm
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| Increased visual aids / modelling etc | * Speech and Language support; 1:1 speech therapist and/or TA delivering speech therapist devised support programme
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| Visual timetables | * Input from Autism Specialist teacher, Brookfields and Chatterbugs
 |
| Use of symbols e.g. pecs/widgit | * Visual organiser, communication book, dual placements
 |
| Structured school and class routines | * Socially Speaking/Talk Talk
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|  | * Social Stories/Comics direct teaching of social skills, friendship circles
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|  | * Every classroom a communication friendly space
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***SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES***

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| **Universal Approach** | **SEN support** |
| Whole school positive behaviour  | * Social Skills group
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| 2%er, Learner of the Week and Victor Values of the week | * Individual reward system/Behaviour contract , outside agency support
 |
| PSHCE lessons in every year group | * Home – school record (daily)
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| Life Caravan annually | * Nurture intervention for up to 10 children in dedicated nurture room
 |
| 5 Ways to Well Being Award  | * Forest School
 |
| OPAL Play | * Individual/group counselling/support sessions
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|  | * Year 6 transition support
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|  | * Reception transition support
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|  | * Individual transition support when needed
 |
|  | * Children and Family Support Workers x2
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|  | * Nurturing parent course
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|  | * Ks 1 and Ks2 wellbeing groups including Thrive
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***SENSORY and/Or Physical***

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| **Universal Approach** | **SEN support** |
| Classrooms accessible to all | * Coloured paper/overlays
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| Sensory items available to all | * Sensory circuits
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| Movement breaks/daily mile  | * Soft landings
 |
| Adaptation equipment available to all e.g. pencil grips, range of pencils, use of technology  | * Sensory profiles
 |
| Adaptations of physical tasks if needed | * Physio and OT programs
 |
| Calm classrooms  | * Specific equipment
 |
| Break out spaces across school  | * Health Care Plans
 |
| Wide range of accessible resources | * Manual Handling Training
 |
| OPAL play | * Planned sensory needs
 |
| Whole staff sensory training  | * Forest schools/sensory breaks access
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