

**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 |
| * 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 |
| * Access to ICT to help reduce barriers to learning | * Additional Maths Support (1:1, 1:2 or small group) |
| * Writing frames or alternatives to written recording when writing is not the primary objective | * Spelling focus group, handwriting focus |
| * Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals | * Additional individual reading/phonics/vocabulary |
| * 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 |
| * 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 |
| * 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 |
| Increased visual aids / modelling etc | * Speech and Language support; 1:1 speech therapist and/or TA delivering speech therapist devised support programme |
| 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 |
|  | * Social Stories/Comics direct teaching of social skills, friendship circles |
|  | * Every classroom a communication friendly space |

***SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES***

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| **Universal Approach** | **SEN support** |
| Whole school positive behaviour | * Social Skills group |
| 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) |
| 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 |
|  | * Year 6 transition support |
|  | * Reception transition support |
|  | * Individual transition support when needed |
|  | * Children and Family Support Workers x2 |
|  | * Nurturing parent course |
|  | * Ks 1 and Ks2 wellbeing groups including Thrive |

***SENSORY and/Or Physical***

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| **Universal Approach** | **SEN support** |
| Classrooms accessible to all | * Coloured paper/overlays |
| Sensory items available to all | * Sensory circuits |
| 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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