St Marys C of E Primary School	Our School Offer		
Communication and Interaction (inc Autistic Spectrum Condition)	**Cognition and Learning (inc Dyslexia, Dyscalculia and Dyspraxia)**	**Sensory and/or Physical (inc disabilities)**	**Social, Mental and Emotional Health (inc ADHD)**
Universal Provision	**Universal Provision**	**Universal Provision**	**Universal Provision**
○ Flexible teaching arrangements ○ Structured school and classroom routines ○ Warning of change/visual timetable ○ Differentiated curriculum delivery e.g. simplified language ○ Increased visual aids/modelling etc. ○ Small world play and role play ○ Repetition/clarification of instructions ○ Role play situations/Drama ○ 'Show and tell' / speaking opportunities ○ Vocabulary on display in all classrooms	○ Differentiated tasks ○ Differentiated delivery if needed e.g. simplified language, slower lesson pace, supportive sheet for recording ○ Repetition/clarification of instructions ○ Additional processing time ○ Scaffolding eg writing frames ○ Differentiated output or outcome e.g. use of ICT, fewer sentences ○ Increased visual aids/modelling etc. ○ Visual timetables ○ Alphabet, word and number charts, mats, banks etc. ○ Use of puzzles and games ○ Talk for Writing ○ Illustrated dictionaries ○ Ensuring age-appropriate content in reading material available ○ Weekly spelling lists ○ Visual writing aids eg Use of story boards, story maps ○ Use of highlighting, visual thinking and mnemonics to support working memory and processing ○ Key vocabulary displayed ○ Literacy Working Wall ○ Numeracy Working Wall ○ Exemplars on display in all classrooms to show next steps ○ Access to 'concrete' maths equipment in all year groups. ○ Wide variety of After School Clubs	○ Flexible seating arrangements ○ Handwriting/fine motor control group ○ Construction ○ Tools and Materials e.g. brushes/pencils, collage ○ Range of equipment & opportunities for balancing, exploring etc. ○ Sand and water play ○ Provision of left handed equipment ○ Written /picture and symbol signs for class labels in classes ○ Wide variety of After School Sports Clubs	○ Trauma-Informed School ○ Allocation of Trusted Adult ○ Thrive ○ Whole school behaviour for learning policy ○ Positive behaviour strategies ○ Structured school and classroom routines ○ Positive reward system ○ Involvement in after school clubs ○ Individual job and responsibility ○ Support of lunchtime supervisors at lunchtime ○ Visual timetables ○ Use of first hand experiences to inspire learning ○ Use of symbols

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Targeted Provision (Additional and Different Individual or Small group)	**Targeted Provision (Additional and Different Individual or Small group)**	**Targeted Provision (Additional and Different Individual or Small group)**	**Targeted Provision (Additional and Different Individual or Small group)**
Speech and Language small group intervention ○ Role allocation during small group work ○ Lego therapy if needed ○ Communication support (visuals/PECs) ○ Speech & language groups ○ Time to Talk/socially speaking	○ Additional adult support for literacy ○ Additional adult support for Numeracy ○ Visual/auditory perception group activities ○ Differentiated resources ○ Multi-sensory letter work & spelling programmes ○ Group use of ICT programmes eg Nessy ○ Small group phonics in KS2 ○ Word mats ○ Small group Working Memory Intervention ○ Small group or Phonological Awareness Intervention	○ Fine Motor skills programme if needed ○ Gross Motor skills programme if needed ○ Additional adult support in PE/dance/games if needed ○ Differentiated PE resources ○ spider balls, balloon balls etc. ○ Individual Sensory 'diet'	○ Small group Nurture in the mornings to develop emotional and social Well-being ○ Access to a trusted adult ○ Draw and Talk ○ 1:1 thrive activities

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Specialist Provision (Individual)	**Specialist Provision (Individual)**	**Specialist Provision (Individual)**	**Specialist Provision (Individual)**
○ Individual Speech therapy Care Plan, goals set by Speech Therapist. ○ Access to Individual work station if required ○ Individual transition programme ○ Social stories ○ Outside agency advice ○ Individual risk assessments ○ Referral to Wave Project if required ○ Referral to Music Therapy if required ○ Asprires/Dreadnought	○ Pre-teaching of class learning ○ Reinforcement practice of class learning ○ Additional adult support focused on Individual Provision Map outcomes ○ Individual access arrangements including for SATs (eg additional time; scribe; reader; transcribe) ○ Additional arrangements for transition ○ Outside agency advice ○ Task board ○ Coloured overlays ○ Alternative methods of recording eg Talk to Text on Laptop; use of scribe; word processing	○ Sensory Care Plan set by Occupational Therapist ○ Individual planning and arrangements for transition ○ Outside agency advice ○ Individual risk assessment ○ Individual intimate care plan ○ Stress/ ‘fiddle’ sensory aids	○ Family support via referral ○ Individual reward/sanction systems ○ Individual Behaviour Plan ○ Playtime monitoring/additional adult ○ Referral to specialist Counselling eg CLEAR; Susie Project; Penhaligon’s Friends ○ Home school liaison book ○ Additional transition arrangements ○ Individual risk assessments ○ Planned used of physical positive handling ○ Referral to CAMHS ○ Referral to access specialist provision eg Forest School; ○ Referral to Wave Project