

Communication and Interaction	Cognition and Learning	Sensory and/or Physical	Social Mental and Emotional Health
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 - Active teaching of vocabulary - Active teaching of oracy skills	- 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 in writing Sentence stacking (see The Write Stuff) - 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 - Collins Co-Build Dictionaries - Ensuring developmentally appropriate content in reading material available - 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	- Flexible seating arrangements - Handwriting scheme consistent - Letter Join - 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 - Stress/ 'fiddle' sensory aids	- Trauma-Informed Schools - Allocation of Trusted Adult - Thrive aware - 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 - Mental Health support from MHST practitioner

St Mary's CE

Our School Offer 2024/2025

Madron Daniel CE

	✚ English Working Wall ✚ Maths 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		
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Targeted Provision			
✚ Speech and Language small group intervention ✚ Role allocation during small group work ✚ Lego therapy ✚ Communication support (visuals/PECs) ✚ Speech & language groups ✚ Time to Talk/socially speaking ✚	✚ Additional adult support for English ✚ Additional adult support for Maths ✚ Visual/auditory perception group activities ✚ Differentiated resources ✚ Group use of ICT programmes ✚ Small group phonics in KS2 ✚ Word mats ✚ Small group Working Memory Intervention ✚ Small group or Phonological Awareness Intervention ✚ Personalised spelling lists to aid retrieval ✚ IDL online dyslexia and dyscalculia screening and intervention	✚ Fine Motor skills programme ✚ Gross Motor skills programme ✚ Additional adult support in PE/dance/games ✚ 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 ✚ Mental Health Practitioner referral for group and one to one support

Communication and Interaction	Cognition and Learning	Sensory and/or Physical	Social Mental and Emotional Health
Specialist Provision			
✚ Individual Speech therapy Care Plan, goals set by Speech Therapist ✚ Access to Individual work station ✚ Individual transition programme ✚ Social stories ✚ Outside agency advice ✚ Individual risk assessments ✚ Referral to Wave Project ✚ Referral to Music Therapy ✚ Aspires/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	✚ Family support via referral ✚ 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 use of physical positive handling ✚ Referral to CAMHS ✚ Referral to access specialist provision eg Forest School; ✚ Referral to Wave Project