

| Madron Daniels 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 |
| <ul style="list-style-type: none"> ○ Flexible teaching arrangements ○ Structured school and classroom routines ○ Warning of change ○ Differentiated curriculum delivery e.g. simplified language ○ Increased visual aids/modelling etc. ○ Increased visual aids/modelling ○ Visual timetables ○ 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 | <ul style="list-style-type: none"> ○ 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 | <ul style="list-style-type: none"> ○ 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 | <ul style="list-style-type: none"> ○ Trauma-Informed School – all staff had some training ○ Allocation of Trusted Adult ○ 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) |
| <p>Speech and Language small group intervention</p> <ul style="list-style-type: none"> ○ Role allocation during small group work ○ Lego therapy if needed | <ul style="list-style-type: none"> ○ 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 ○ Word mats ○ Small group Working Memory Intervention ○ Small group or Phonological Awareness Intervention ○ Quiet room where children can work (Blue room) | <ul style="list-style-type: none"> ○ 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' | <ul style="list-style-type: none"> ○ Nurture in the mornings to develop emotional and social Well-being ○ Access to a trusted adult ○ Draw and Talk ○ 1:1 thrive activities /TIS ○ Lego therapy ○ |

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| <u>Specialist Provision (Individual)</u> | <u>Specialist Provision (Individual)</u> | <u>Specialist Provision (Individual)</u> | <u>Specialist Provision (Individual)</u> |
| <ul style="list-style-type: none"> ○ 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 | <ul style="list-style-type: none"> ○ 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 | <ul style="list-style-type: none"> ○ 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 | <ul style="list-style-type: none"> ○ 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 |