

Area of Need	Universal All pupils, where appropriate	Targeted (K) (E)	Specialist support (E)
Communication and Interaction	<ul style="list-style-type: none"> Adapted curriculum planning, activities, delivery and outcome, e.g. simplified language, repetition, chunking instructions, processing time Use of Talk Partners to promote peer tutoring and learning. Visual timetables Structured school and class routines (Now-Next). Providing resources to support learning new vocabulary (e.g. word walls, word mats, mind maps) Good language models are used by all staff, including using clear sentences Visually displaying listener expectations e.g. good sitting, good listening and good looking alongside a hierarchy of what to do if you are stuck (i.e. look at the display, check the materials available on the table, look in the text, ask your talk/work partner, ask the teacher). Actively encourage the asking of questions from after direct teaching input and positively support to ask for help and clarification in order to normalise the asking of questions. Praise the use of questioning. Using visual aids to support understanding e.g. pictures/photos to reinforce understanding of rules around the school. Explicitly teach what learning strategies are and when to use them (a metacognitive approach). Preparing for any planned changes in timetables, both verbally and visually – supporting transitions. Explicitly teaching the language of exams and assessments as these may be worded in complex ways. 	<ul style="list-style-type: none"> Individual Targets via LSPs Early Years support for alternative forms of communication, ie. Makaton Individual workstations 1:1 TA support Flexible timetable Visual prompt cards Social stories Comic Strip Conversations Lego Therapy Attention Autism programme TAs to deliver support programmes in 1:1 and groups overseen by Inclusion Lead: Early TalkBoost Intervention (EYFS) Colourful Semantics Language for Thinking (SALT) resource 	<ul style="list-style-type: none"> Input from NHS speech and language therapist to set targets and review individual programme (EHCP only) Access to Speech and Language Therapist Input from ECASS Team or EASA Team Input from Outreach partners – special schools

	<ul style="list-style-type: none"> ● Information on the child's needs, what helps and relevant targets e.g. One Page Profile is shared with all staff working with them. ● Using Talking Mats (visuals) to gain the child's views and to help with achieving outcomes that are important to them. ● Blanks Level Questions 		
Cognition and Learning Literacy & Maths	<ul style="list-style-type: none"> ● Chunking tasks ● Increased visual aids / modelling etc. ● Visual timetables ● Timers ● All Abroad Phonics ● T4W approach and use of drama to support working memory ● Speed sound charts and mats ● Use of writing frames/prompts ● Word banks ● Use narrative grids and story planner to support writing ● Use of sentence starters ● Use of shape/colour coding ● Task Planners: written or symbolic format. ● Use of manipulative resources in every maths lesson, e.g. Numicon, counters, number lines, bead strings, dienes base ten etc. ● Resources to refer to in lessons, e.g. hundred squares, number lines, times table charts. ● Explicit teaching and modelling of how to use a calculator, ruler and other Maths equipment. 	<ul style="list-style-type: none"> ● Phonic Intervention groups e.g. All Aboard Phonics ● Phonological Awareness training ● Toe By Toe – reading fluency training ● 1:1 literacy support sessions using Conquering literacy programme (dyslexia focus) ● 1:1 daily reading ● <i>Maths Booster and intervention groups (eg. Times Tables training)</i> ● <i>Reading Comprehension intervention</i> ● Colourful Semantics ● WordAware vocabulary intervention ● Early Grammar intervention 	<ul style="list-style-type: none"> ● Educational Psychologist for cognitive assessment ● Coloured overlays / paper for dyslexic learners ● Additional time ● Enlarged print
Social, Emotional and Mental Health Difficulties	<ul style="list-style-type: none"> ● Whole school behaviour policy. ● Consistent whole school / class rules ● Positive praise ● Good behaviour models/Verbal prompts r.e expectations ● Whole school assembly - Certificates and prizes. 	<ul style="list-style-type: none"> ● Individual Behaviour Plan ● Risk Assessment ● Individual timetables ● Social Stories 	<ul style="list-style-type: none"> ● Individual counselling via CAMHS ● Mental Health Lead support

	<ul style="list-style-type: none"> ● Circle Time/PSHE activities ● Zones of Regulation ● Safe spaces (eg. quiet room session), calming tables ● PACE approach ● Trauma Informed Approach 	<ul style="list-style-type: none"> ● Comic Strip Conversations ● Access to equipment such as fiddle toys ● Nurture Group ● Drawing Stories intervention ● SEMH interventions with the Learning Mentor: Circle of Friend, Therapeutic Treasure Deck, TalkAbout ● 1:1 Play Therapy 	<ul style="list-style-type: none"> ● Support from EP service ● Attendance officer EWO ● Transition Support Programme ● Referrals to Enfield Educational Psychology Service; SWERRL (Strengthening Wellbeing, Emotional health, Relationships and Readiness for Learning); EYSI ; Early Help; My Young Mind Enfield (Enfield Mental Health Support Team in schools) ; Enfield CAMHS
Sensory and/or Physical Needs	<ul style="list-style-type: none"> ● Flexible teaching arrangements ● Medical support ● Staff awareness and understanding. ● Mobility access; ramps, lift access. ● Regular sensory circuits (movement breaks) ● Providing alternative pens, pencils grips, writing slopes ● Access to a quiet room ● Access to a sensory room ● Sensory/fiddle boxes 	<ul style="list-style-type: none"> ● Daily sensory circuits (small groups) ● Regular movement breaks ● Fine motor skills Write from the Start intervention- additional handwriting practice group ● Specific resources: e.g. Ear defenders, resistance bands, wobble cushions, chewy 	<ul style="list-style-type: none"> ● Waverley School Outreach team ● Physiotherapy programme ● OT referrals ● 1:1 adult support to access the school environment and learning ● 1:1 medical support to give medication and monitor blood sugar levels / food

		<ul style="list-style-type: none">● Access to environments which are as free from distraction as possible	<p>intake etc for pupils with diabetes</p> <ul style="list-style-type: none">● Access to trained staff to support medical condition
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