



Sherston Primary School Offer Universal, Targeted and Specialist Provision

Communication and Interaction Including ASD and SLCN	Cognition and Learning Including Dyslexia, Dyspraxia (SpLD) MLD SLD PMLD	Sensory/Physical Impairment Visual and hearing Impairment: Multi-Sensory Impairment, Physical Disability	Social, Mental and Emotional Health Inc ADHD
<p style="text-align: center;">Universal Provision (Provision for All)</p> <ul style="list-style-type: none"> • Quality First Teaching • Flexible teaching arrangements • Structured school and classroom routines • Warning of change • Differentiated curriculum delivery e.g. simplified language • Increased visual aids • /modelling • Visual Timetables • ICT programmes to support language • Small world play and Role Play • Repetition/clarification of instructions • Opportunities to work with younger/older children • Role play situation/Drama • Show and Tell/Speaking opportunities 	<p style="text-align: center;">Universal Provision (Provision for All)</p> <ul style="list-style-type: none"> • Differentiated tasks • Differentiated delivery e.g. simplified language, slower lesson pace • Repetition /clarification of instructions • Differentiated outcomes e.g. use of ICT, fewer sentences to complete • Increased visual aids • /modelling • Visual timetables • Alphabet word, number charts word mats word banks topic glossaries • Use of puzzles and games • Illustrated dictionaries • Ensuring age appropriate reading materials • Spelling lists • Structured synthetic phonics approach (Letters and Sounds) • Multi-sensory phonics approach • Individual white board work 	<p style="text-align: center;">Universal Provision (Provision for All)</p> <ul style="list-style-type: none"> • Differentiated seating arrangements • Handwriting and fine motor skill programme • Specialist resources pencil grips, triangular pencils variety of scissors • Multi-sensory equipment • Construction • Tools and Materials e.g. brushes, pencils, collage • Range of equipment and opportunities for balancing and exploring • Brain gym exercises • Sand and water play • Provision of left handed equipment • Written signs for class labels • Seating arrangements (r-handed, l-handed) 	<p style="text-align: center;">Universal Provision (Provision for All)</p> <ul style="list-style-type: none"> • Whole school behaviour Policy • Class rules • Positive behaviour strategies • Structured school and classroom routines • Positive reward system • Consistent and progressive sanction system for when rules are broken • Teaching and learning through games • Involvement in school clubs • Individual jobs and responsibilities • Support of MDSAs • Weekly focus on social and emotional aspects of learning • Mental well-being through the PSHEE curriculum • Playground buddies available • VAK (Visual auditory and Kinaesthetic variety of teaching styles to suit all pupils) • Visual timetables



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<p style="text-align: center;">Targeted Provision</p> <ul style="list-style-type: none">• Individual Education Plans• Modelling of good language throughout the school• Kinaesthetic and visual story telling strategies	<p style="text-align: center;">Targeted Provision</p> <ul style="list-style-type: none">• Individual Education Plans• In class TA support in English• In class support in Maths• Multi-sensory letter work and spelling programmes• Group use of ICT programmes• Small group support for English• Small group support for Maths• Support for reading comprehension e.g. cloze procedure, comprehension exercises, word mats• Differentiated resources• Phonological awareness activities• Precision teaching• Aurally coded Dictionaries (ACE)• Pastel paper/tinted overlays• Tutoring	<p style="text-align: center;">Targeted Provision</p> <ul style="list-style-type: none">• Individual Education Plans• Fine motor skill support• Gros motor skill support• Differentiated PE resources• Sports events- additional preparation• Handwriting support• IT resources available	<p style="text-align: center;">Targeted Provision</p> <ul style="list-style-type: none">• Individual Education Plans• Alternative lunchtime provision• Use of buddy system• Restorative lunchtimes



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<p style="text-align: center;">Specialist Provision</p> <ul style="list-style-type: none"> • Individual Education Plan or EHCP • Personalised Timetable • Individual Visual timetables • Visual supports (now/next) • Work station for part of the day • Outside agency advice • Individual risk assessments • Sensory aids • Increased adult support • Additional planning for transition between classes, lessons, activities • Home school communication • Chewy toys • Ear defenders • Stress toys • Other sensory aids (e.g. weighted blanket if provided by the OT) 	<p style="text-align: center;">Specialist Provision</p> <ul style="list-style-type: none"> • Individual Education Plan or EHCP • Pre teaching of class learning • Reinforcement practice class learning • Use of individual ICT programmes targeting learning (e.g. Clicker, Nessy) • One to support for English outside the classroom • One to one support for Maths outside the classroom • List of current and future topic words • TA to support IEP outcomes • Individual arrangements of SATS • Addition planning and arrangements of transitions • Outside agency advice • Dyslexia friendly advice • Tinted overlays/rulers 	<p style="text-align: center;">Specialist Provision</p> <ul style="list-style-type: none"> • Individual Education Plan or EHCP • Provision of specialist equipment E.g. ICT, sloping writing boards, wobble cushions • TA support and monitoring at lunchtimes • Individual planning and arrangements for transitions • Individual fine motor skills work • Individual risk assessment • Individual intimate care plan • Outside agency advice • Individual manual handling plan • Access to enlarged resources • Awareness of fatigue • Scribe (if recommended by professional) • Physio exercises • Classroom Access • Chewy toys (Chewelery) • Ear defenders • Stress toys • Other sensory aids (e.g. weighted blankets if provided by the OT) • TA Support in PE games/dance • Differentiated PE curriculum • Access to outside space 	<p style="text-align: center;">Specialist Provision</p> <ul style="list-style-type: none"> • Individual Education Plan or EHCP • Playtime monitoring • Individual reward/sanction scheme • Individual Behaviour Plan • Counselling from outside agency through referral system • Individual seating arrangements e.g. work station for part of the day • Home School liaison • Regular feedback to parents • Time out system and safe space • Additional transition arrangements • Individual risk assessments • CAMHS involvement through referral system • Bereavement support (Bath Cruse) through referral system

