

Sherston Primary School Offer Universal 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
Universal Provision (Provision for All) • 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	Universal Provision (Provision for All) • 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 (Twinkl Phonics) • Multi-sensory phonics approach • Individual white board work	Universal Provision (Provision for All) • 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)	Universal Provision (Provision for All) • 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




Sherston Primary School Offer Targeted 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
Targeted Provision • Individual Education Plans • Modelling of good language throughout the school • Kinaesthetic and visual story telling strategies	Targeted Provision • 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	Targeted Provision • Individual Education Plans • Fine motor skill support • Gros motor skill support • Differentiated PE resources • Sports events- additional preparation • Handwriting support • IT resources available	Targeted Provision • Individual Education Plans • Alternative lunchtime provision • Use of buddy system • Restorative lunchtimes • ELSA

Sherston Primary School Offer 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
Specialist Provision • 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 • hand sized stress/Fidget toys • Other sensory aids (e.g. weighted blanket if provided by the OT) • Outside agency advice	Specialist Provision • Individual Education Plan or EHCP • Pre teaching of class learning • Reinforcement practice class learning • Use of individual ICT programmes targeting learning (e.g. Nessy) • One to support for English outside the classroom (if in Section F of EHCP) • One to one support for Maths outside the classroom (if in Section F of EHCP) • 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 • Task checklists • Physical manipulation of letters words and sentences	Specialist Provision • 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	Specialist Provision • 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 • ELSA • Outside agency advice



Learning, Caring & Achieving Together