

Area of Need <i>Cognition and Learning</i>	Quality First Provision (QFT – Universal for all pupils)	Enhanced Quality First Provision (in addition to QFT)	Targeted Interventions and SEND support (in addition to QFT)	External Agency Support
<p><i>SEND Code of Practice 6.30</i> Pupils may learn at a different pace from their peers even with appropriate differentiation but always providing a high level challenge to move learning forward. They may need support with the skills necessary for effective understanding and learning:</p> <ul style="list-style-type: none"> • language • memory • reasoning • sequencing • organisation • processing • problem solving • motor skills <p>They may have additional needs associated with</p> <ul style="list-style-type: none"> • speech, language and communication • dyslexia • dyscalculia • dyspraxia • ADHD • ASC 	<ul style="list-style-type: none"> • differentiated delivery e.g. simplified language, processing time, small manageable tasks, repetition and overlearning, clear and unambiguous language • use of multi-sensory approaches to support spoken language e.g. signs, symbols, pictures, concrete aids, artefacts, role play • seating position considered • use of drama and role play • visual timetable • visual prompts for tasks • word walls • outcomes modelled and demonstrated • clear classroom organisation and structures • checklist and task planners with visuals • modelling clear expectations • scaffolding written tasks • consideration of the learning environment – remove distractions • individual workstations • opportunities to work independently 	<ul style="list-style-type: none"> • additional targeted teacher support • additional multi-sensory support • focus groups in class supported by class teacher or TA • additional class support from TA • pre-teaching of new vocabulary and concepts • opportunities for repetition and overlearning • additional access to IT e.g. laptop to record written work • additional visual resources e.g. symbols and pictures, use of now/next visuals • support for pupils during transitions times and around school • opportunities to work 1-1 with a scribe • support for pupils at times of particular stress e.g. coming into school, home time, P.E. • use of social stories and comic strip conversations for a particular area of difficulty 	<ul style="list-style-type: none"> • additional targeted support focused on narrowing the gap • The Listening Programme • story sequencing • SEND Support Plan • termly reviews • transition review (summer term) • Toe by Toe programme • Wordshark • precision teaching • 1-1 lessons with Michelle Thompson, school's SEND support teacher • group lessons with Michelle Thompson, school's SEND support teacher • Better Reading Partnership • First Class @ Number • familiar readers – weekly read with T.A. • EYFS and KS1 – Little Wandle phonic interventions • NELI – in Reception – early intervention to support language and literacy skills 	<ul style="list-style-type: none"> • advice and support from SENCo • advice and support from SEND support teacher – Michelle Thompson • advice and support from SENIS • advice and support from educational psychologist • EHNCA and or HNF application

	<ul style="list-style-type: none">• time provide for pupils to process language• EAL support for pupils new to English• adaptations made to learning resources• rules of 'good listening' taught and modelled• use of pupil's name at the beginning of an instruction to gain their attention• promoting independence at all times• development of pupil voice through questionnaires• breaking up lessons with more practical activities to accommodate different learning styles• Forest School in Nursery and Reception			
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