

Area of Need	Universal approach	SEN Support (In addition to Universal Approach)
<p>Cognition & Learning</p>	<ul style="list-style-type: none"> • High expectations of children and appropriate challenge for all • Clear learning objectives • Differentiated teaching, questioning tasks and/or outcomes • Use of talk partners • Writing frames • Variety of teaching styles and approaches • An awareness of individual learning styles • Word lists, dictionaries and practical resources 	<ul style="list-style-type: none"> • Small group and 1-1 phonics and reading tutoring • Catch up literacy and numeracy interventions. • Precision teaching of spelling • Additional maths support (1-1 or small group) • In class support from TA where appropriate/ possible • Sound Discovery • Fresh Start • Access to specialist IT equipment, such as that loaned by ATT • Spelling practice groups
<p>Communication & Interaction</p>	<ul style="list-style-type: none"> • Differentiated tasks and curriculum planning. • Using appropriate levels of language, simplifying as needed • Pre – teaching of key vocabulary • Clear instructions designed to support learners • Use of visual aids • Modelling of language • Visual timetables and structured school and class routines • Use of symbols 	<ul style="list-style-type: none"> • Speech and Language Assessments to highlight areas of difficulty • Targeted Speech and Language Intervention. • Advice sought from Speech and Language Therapists • Trained TA delivering support programmes devised by Speech Therapists. • Visual Timetables • Now/Next Boards • Social Stories • Reasonable adjustments made to learning environment including work stations, use of timers, seating plans, additional breaks and transition times during the school day. • Social skills Interventions • Talk Boost • Wellcomm Assessment tool • Referral to S2S • Advice sought from external agencies and strategies suggested put in place
<p>Social Emotional & Mental Health</p>	<ul style="list-style-type: none"> • Whole school Positive behaviour policy • Golden Time • PSHE sessions and Circle Time • Rewards including stickers, certificates and class based reward systems. • Celebration Assemblies • Team awards (gems) 	<ul style="list-style-type: none"> • Meet and Greet and handover with Parents / Carers. • Additional transition work • Social stories • Wishes and Feelings work • Individual Pupil Profile • Talking and drawing therapy • Nurture sessions

	<ul style="list-style-type: none"> • Staff understand the causes of behaviour and use effective approaches to behaviour management 	<ul style="list-style-type: none"> • ELSA activities • S2S • Individualised positive behaviour management plan. • Use of Strengths and difficulties questionnaire and Boxall Profile. • Advice sought from external agencies and strategies suggested are put in place • Referrals made to appropriate services including Early Help, CAMHS, Nelson’s Journey and Point 1.
<p>Sensory and / or Physical</p>	<ul style="list-style-type: none"> • Flexible Teaching Arrangements • Staff aware of implications of Physical Impairments and Sensory Issues. Adjustments made where necessary (e.g. walking frames and specialist chairs and tables) • Wobble cushions • Chair bands • Writing slopes • Pencil grips • Adaptive Scissors • Strategies to support communication including sitting near an adult/ careful placement in class/ regular breaks etc 	<ul style="list-style-type: none"> • Interventions for fine and gross motor skills. • Additional handwriting practice and cutting skills practice • Reasonable adjustment to environment to support access • Specialist furniture/ resources as advised by health professionals. • Advice sought from Virtual School for Sensory Support (VSSS) regarding children with a sensory impairment • Regular contact with professionals such as VSSS, Occupational Therapists, Physiotherapists etc • The use of adapted IT equipment as advised by ATT • Support from an additional adult where appropriate/ possible • Use of coloured overlays and coloured paper to support pupils with visual stress • Use of fidget toys as recommended by health professionals • Advice and support from school nursing team • Advice sought through S2S referral