

Cognition & Learning	Communication & Interaction	Social, Emotional Mental Health	Sensory & Physical
<ul style="list-style-type: none"> • Differentiated curriculum – planning, learning, resources, scaffolding etc. • Pre-teaching of subject vocab • Teaching sequencing as a skill • Text presented clearly – bullet points, clear font, headings • Pupils encouraged to explain what they have to do - check understanding • Links to prior learning explicitly made /retrieval practice integrated into lessons • Key learning points reviewed throughout lesson • Alternative ways of demonstrating understanding eg. Diagrams, mind maps, use of voice recorders • Provide a range of writing frames • Word mats designed for specific subjects/lessons • Knowledge organisers • Now and Next boards • Opportunities to work with a scribe or use ICT when necessary • Use of ICT/apps to reinforce what has been taught • Use of ICT/apps as solution to difficulties e.g. dictation, typing • Coloured overlays, coloured paper for worksheets & coloured background on SMART board • Extra time to complete tasks • Learning ladders/task boards to break down steps • Next steps display in classroom • Learning buddies/ The 4 B's • Tactile resources e.g. Lego phonics 	<ul style="list-style-type: none"> • Structured class routines • Using songs for routines • Increased visual aids • Visual timetables at eye level of children • Use of sign language/basic Makaton • Use of key words/vocabulary emphasised when speaking • Multi-sensory approaches used to support spoken language eg. Symbols/pictures/concrete apparatus/artefacts/role-play • Instructions in manageable chunks • Checklists and task lists • Now and Next boards • Delivery slowed down with time given for processing • Prompt cards used to support understanding • Talking partners used • Classroom seating plan considered so children can see teacher and visual prompts • Access to a quiet work station • 'Word walls'/displays to develop understanding of new vocab • Minimise use of abstract language/language tailored to individuals • Eye contact as necessary for the child 	<ul style="list-style-type: none"> • Emphasise positives in front of others to develop children's self-confidence • Give pupils classroom responsibilities • Refer regularly to school/classroom rules • Calming music • Weighted blankets • Team around the child approach • Use of ear defenders to support focus • Breaks between tasks • Now and next boards • Moving around/sensory breaks • Interactive strategies eg. Whiteboards to hold up answers • Clear behaviour expectations modelled by staff • Quiet zone or sensory space • Visual timer/stop watch • Use post-its for questions rather than interruptions • 'Fiddle' toys • Concrete resources easily at hand to support • Give a 'set time' for written work • Personalise teaching to reflect pupils' interests • Transition from whole class work to independent is taught and actively managed • Reward system for older pupils • Learning ladders/task boards to break down steps • Wobble cushion/resistance bands to support sitting in chairs or on carpet spot • Meet and greet at key transition points e.g. start of day, lunchtime etc. 	<p>Visual</p> <ul style="list-style-type: none"> • Coloured overlays/ different coloured paper • Consider lighting – natural and artificial • Eliminate inessential copying from the board • Where copying is required, ensure appropriate print size photocopy is available or use full page magnifier to enlarge • Read aloud as you write on the board • Avoid standing in front of windows – your face becomes difficult to see • Use iPad/Chromebook for reading if text is too small in physical book • Consider seating – sat at the front closer to board/resources <p>Hearing</p> <ul style="list-style-type: none"> • Careful seating – closest to the teacher • Ensure Sound Fill System is working • Keep background noise to a minimum – if severe use felt in pencil pots etc., reduce use of velcro • Slow down speech rate • Allow more thinking time • Repeat contributions from other children – their voices may be softer and speech more unclear • Check that oral instructions have been understood • Face the pupil when speaking & keep hands away from mouth <p>Co-ordination</p> <ul style="list-style-type: none"> • Sat at table where there is sufficient space • LH & RH pupils not next to each other with adjacent hands • Desks at elbow height • Sloping desk stand if appropriate • Seated with minimal distractions. • Encourage oral presentations or use of ICT as an alternative to written work where appropriate. • Lined paper with sufficient wide spaces between lines to accommodate pupil's handwriting. • Dough disco to support fine motor • Range of fine motor and gross motor activities

Sir Robert Geffery's School - **Enhanced** Provision For **Some** Pupils 2022-2023

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Wave 2 – Quality First Teaching	Cognition & Learning	Communication & Interaction	Social, Emotional Mental Health	Sensory & Physical
	<ul style="list-style-type: none"> Teaching Assistant support allocated to each class. In class Maths and English booster programmes. Availability of additional / differentiated resources to support learning. Additional support groups – Dough Gym, Fun Fit, Reading Support. Access and advice from agency support services via referral with parental consent eg. Cognition and Learning Team, Dyslexia Service and Educational Psychologist. Regular meetings with parents, teachers and SENCO to review provision. 	<ul style="list-style-type: none"> Teaching Assistant support allocated to each class. In class Maths and English booster programmes. Availability of additional / differentiated resources to support learning. Additional support groups – Dough Gym, Fun Fit, Reading Support. Access and advice from agency support services via referral with parental consent eg. Speech and Language Therapy, Dyslexia Service and Educational Psychologist. Regular meetings with parents, teachers and SENCO to review provision. 	<ul style="list-style-type: none"> Teaching Assistant support allocated to each class. In class Maths and English booster programmes. Availability of additional / differentiated resources to support learning. Additional support groups – Dough Gym, Fun Fit, Reading Support. Access and advice from agency support services via referral with parental consent eg. Family Worker, CAMHS, SPACE training/course and Educational Psychologist. Regular meetings with parents, teachers and SENCO to review provision. 	<ul style="list-style-type: none"> Teaching Assistant support allocated to each class. In class Maths and English booster programmes. Availability of additional / differentiated resources to support learning. Additional support groups – Dough Gym, Fun Fit, Reading Support. Access and advice from agency support services via referral with parental consent eg. Occupational Therapist, Physical and Medical Needs Team, School Nurse and Educational Psychologist. Regular meetings with parents, teachers and SENCO to review provision.

Sir Robert Geffery's School – **Personalised/Specialist** Provision For **a few** Pupils 2022-2023

Sir Robert Geffery's School – Personalised/Specialist Provision For a few Pupils 2022-2023				
Wave 3 – Quality First Teaching	Cognition & Learning	Communication & Interaction	Social, Emotional Mental Health	Sensory & Physical
	<ul style="list-style-type: none"> One to one support provided for individuals with specific needs. Regular meetings with parents, teacher and SENCO. Bespoke timetable Annual review meetings for all pupils with Education and Health Care Plans. 	<ul style="list-style-type: none"> Speech and language therapy provided by school staff in conjunction with speech and language therapist, according to pupil need. Speech and language therapy provided by speech and language therapist Access to a range of health/education professionals Additional planning and arrangements for transition. Training by specialists to staff as needed. 	<ul style="list-style-type: none"> Additional support provided at lunch and playtimes to provide support as identified according to pupil need. Access to specialist services via Early Help Hub Referral/Cornwall Local Offer Team Around the Child (TAC) meetings in place to support individuals. Supported by school based TIS Practitioner Supported by Education Mental Health Practitioner(external) 	<ul style="list-style-type: none"> Access to health professionals eg. Occupational Therapy, School nurse, Epilepsy Team, Diabetic Nurse, Teacher of the Deaf. Specialist PE provision targeting individual's motor skill needs. Care plans established in partnership with parents, teachers, SENCO and health care professionals. Individual protocol for pupils with significant needs and allergies. Sensory diet plans