

### UNIVERSAL SUPPORT AT F&B

- ♦ Communication Friendly Environments;
- ♦ Sensory Friendly Environments;
- ♦ Highly focused lesson design with clear objectives;
- ♦ Clear scaffolding & modelling;
- ♦ High expectations of pupil involvement & engagement;
- ♦ Awareness of environment noise levels;
- ♦ Zones of Regulation;
- ♦ Trauma Informed & Attachment Aware;
- ♦ F&B Pastoral Offer;
- ♦ Structured & Tailored Transitions;
- ♦ Rest & Movement Breaks (Get up and go);
- ♦ Additional Safe Spaces & Hideaway Chairs;
- ♦ RWI small group teaching;
- ♦ Essentials Maths Intervention;
- ♦ Growth Mindset 'We can't do this...yet';
- ♦ Appropriate use of teacher questioning;
- ♦ Adaptive teaching;
- ♦ Multisensory Learning Approaches;
- ♦ Pandemic Adaptations;
- ♦ Half Termly Inclusion Parent Workshops;
  - ♦ Parent Workshops for every subject;
  - ♦ Tailored & Bespoke CPD for all staff;
- ♦ Opportunities to work in variety of ways (1:1, all groups, independent)
- ♦ Structured & Tailored transitions

### Universal Quality First Teaching (including Reasonable Adjustments)



### COGNITION & LEARNING NEEDS

- Differentiated Curriculum;
- Twice Yearly Parent Consultations;
- Evidence Me to track progress differently;
- Concrete, practical based learning;
- ICT & Ed Tech tools to support learning;
- Visual aids;
- Multisensory teaching approaches;
- Use of actions to aid memory;
- My turn your turn (MTYT);
- Real life contexts;
- Top 10 Reasonable Adjustments in every subject;
- Read Write Inc Phonics Programme;
- Essentials Maths Programme.

### SENSORY & PHYSICAL NEEDS (INCLUDING MEDICAL)

- Class sensory box;
- Availability of resources (left handed scissors, pencil grips, fiddle toys etc.);
- Concentration aids;
- Concrete and visual materials;
- Movement breaks (wake & shake, get up and go);
- Range of resources—visual, auditory & kinaesthetic;
- Additional physical development opportunities with Sports Coaches;
- Top 10 Reasonable Adjustments in every subject;
  - Individual Medical Care Plans;

#### Whole School Inclusion Offer



### COMMUNICATION & LANGUAGE NEEDS (INCLUDING EAL)

- Welcomm Screening (EYFS only);
- Development of Oracy a school priority;
- Structured class and school routines;
- Carefully considered seating arrangements;
- Use of songs for routines;
- Differentiated curriculum delivery, e.g. simplified language;
- Playground Communication Boards;
- Working walls that have meaning;
- Language tailored to individual class needs;
- Sign Language;
- Visuals to support & reinforce learning;
- Use of timelines in addition to visual timetables;
- Role play and drama;
- Key Vocabulary cards for every subject.

### SOCIAL, EMOTIONAL & MENTAL HEALTH NEEDS

- F&B Pastoral Offer;
- Mental Health & Wellbeing Team of 3 Staff Members;
- Development of Emotional Literacy a school priority;
- Zones of Regulation whole school approach;
- Therapeutic work for bereavement & loss;
- Whole school behaviour management policy;
- STEPs approach;
- Trauma informed & attachment aware setting;
- Whole school celebration and achievement events;
- Current news assemblies & and whole class sessions;
- Classroom responsibilities for pupils;
- Wider Community Outreach Work;
- Whole school and class reward systems;
- Pupil responsibilities / class jobs;
- Themed Weeks and enrichment activities;
- Outdoor Learning Curriculum;

### TARGETED SUPPORT AT F&B

- ♦ Monitoring of interventions through intervention trackers;
- ♦ One Page Plans outlining additional provision;
- ♦ Further transition support through links with feeder Junior School;
- ♦ Access to Inclusion Leader to support learning in the classroom (may include SEN Monitoring);
- ♦ Pupil Premium Allocated Funding on a highly individualised level;
- ♦ Individual and small group parent workshops;
- ♦ Additional meetings with Inclusion lead;
- ♦ Referrals to GP / Child Development Centre / other NHS professionals;
- ♦ Access to curriculum specialists (including subject leads) for learning support in specific subjects;
- ♦ Next steps formulated from structured approach to assessment;
- ♦ Recording of progress in alternative ways;
- ♦ Family Centre Service Support;
- ♦ School Nursing Team Support;
- ♦ Wider external services support (including Outreach);

### Targeted (additional provision & intervention)



### COGNITION & LEARNING NEEDS

#### *All Universal support, in addition to...*

- Smaller group support;
- Additional learning resources (overlays etc.);
- Word building and word recognition activities;
- Read, Write, Inc Tutoring;
- Essentials Maths Interventions;
- Writing Interventions;
- Awareness of individual processing times;
- Additional reading opportunities;
- Additional Class Teaching Assistant Support.

### SENSORY & PHYSICAL NEEDS (INCLUDING MEDICAL)

#### *All Universal support, in addition to...*

- Use of fidget toys and motivators;
- Any additional resources & equipment as identified by outside services (Occupational Therapists, Physiotherapists);
- Fine & Gross motor skills activities;
- Finger strong activities;
- Additional handwriting support (& physical aids);
- Additional sports sessions with target focus;
- Further reasonable adjustments to the environment to support access;
  - Intimate Care Plans;
  - Sensory Uniform Support;
  - Medical Care Plans;

#### Whole School Inclusion Offer



### COMMUNICATION & LANGUAGE NEEDS (INCLUDING EAL)

#### *All Universal support, in addition to...*

- Wellcomm Interventions;
- Lego Club;
- Speech & Language Support from school speech therapist (1:1 weekly sessions, TA Led sessions, check in sessions, parent focus sessions);
- Visual timetables / Now and Then Boards;
- Sign language to support learning;
- Widgit to support learning;
- Colourful Semantics;
- Social Stories;
- Type to text apps & Google translate;
- Structured activities (Bell) to promote language development for multilingual children.

### SOCIAL, EMOTIONAL & MENTAL HEALTH NEEDS

#### *All Universal support, in addition to...*

- Specific interventions—protective behaviours, anxiety / anger gremlin.
- Individual Reward Systems;
- Support from external services (counselling, outreach);
- Additional learning and safe spaces;
- Support for identifying behavioural patterns (anxiety mapping, roots & fruits, conscious & subconscious behaviours checklist);
- School employed counsellors;
- Additional child 'Check Ins';
- Family Centre Packages;
- Team of 4 DSLs in school;
- Additional lunch safe spaces;
- Individual rest & movement breaks;
- Therapeutic Behaviour Plans;
- Self Image Profiles;
- Lego Club.

**SPECIALIST SUPPORT AT F&B**

- ♦ Monitoring of Interventions;
- ♦ Individual Provision Plans every term (or more);
- ♦ Further transition support through links with feeder Junior school;
- ♦ Inclusion Leader supporting learning in the classroom;
- ♦ Additional timetabled support from Inclusion Support Practitioner;
- ♦ Tailored parent workshops;
- ♦ Additional meetings with Inclusion Lead;
- ♦ Multi-agency teams around the child;
- ♦ Access to a range of specialist advisory teams;
- ♦ All provision in place as per EHCP (if applicable);
- ♦ Highly tailored and personalised curriculum;
- ♦ Additional timetabled learning spaces;
- ♦ Vulnerable Groups Progression Documents to support in class planning;
- ♦ Additional visits from Reedings Staff prior to transition.

**Specialist**  
**(additional & highly personalised intervention)**



**COGNITION & LEARNING NEEDS**

*All Universal & Targeted support, in addition to...*

- 1:1 and / or small groups SpLD support;
- Individual learning resource packs;
- Plans to support Individual processing time;
- Inclusion Support Practitioner time;
- Input from Educational Psychologist;
- SpLD Team Support ;
- Support provided by school for family to access specific cognitive assessments;
- Alternative progress monitoring through IAELD (progress in months).
- Use of specific technology aids;
- Personalised, bespoke timetable;
- Individual curriculum;

**SENSORY & PHYSICAL NEEDS (INCLUDING MEDICAL)**

*All Universal & Targeted support, in addition to...*

- Specific fidget toys & motivators;
- Additional resources & equipment as identified by outside services (Occupational Therapists, Physiotherapists);
- Writing Slopes and individual equipment;
- Individual support in class during PE & lunch / break time;
- Individualised OT programme;
- Tailored Sensory Diets;
- Personalised Rest & Movement Breaks;
  - Bespoke physical development sessions with qualified Sports Coach;
  - Individual Management Plan (in addition to Medical Care Plan);
  - ESMA Support.

**Whole School Inclusion Offer**



**COMMUNICATION & LANGUAGE NEEDS**

*All Universal & Targeted support, in addition to...*

- Translators to support in class learning;
- Individual in class support from Inclusion Team;
- Speech & Language personalised therapy programme;
- Autism Outreach Team Support;
- Communication & Autism Team Support;
- Visual timetables / Now & Then Boards / Visual timelines;
- Attention Autism;
- Wellcomm Support;
- Social Stories;
- Twinkl Symbols for ACC;
- Progress tracking through Autism Education Trust Progression Framework;
- Structured interventions to promote language development for multilingual children;
- Test considerations;
- Alternative forms of communication (e.g. Makaton).

**SOCIAL, EMOTIONAL & MENTAL HEALTH**

*All Universal & Targeted support, in addition to...*

- Individual Risk Assessments;
- Home School Record or additional communication during crisis times;
- Play therapy;
- Intensive Family Support (from in school & external services);
- Timetabled Check Ins;
- Individual Attendance Monitoring Plan;
- Behaviour Outreach Team Support;
- Emotional Wellbeing Team Support;
- ESBA Support.