Cognition and Learning – Individualised

SEND support plan, EHCNA referral

Communication and Interaction – Individualised

SALT referral, 1:1 SALT, SEND support plan, Autism referral, ADHD referral, EHCNA referral

Cognition and Learning – Targeted Universal

Inclusion Service observation and feedback, **Additional 1:1 reading**, Timers to indicate task time, **Additional time to complete a task**, Task planners with visuals **Additional movement breaks** Pre-teach vocabulary**, Written, verbal or visual scaffolds**, Now and next planner.
Assistive technology e.g sound buttons, ipad, laptop

Communication and Interaction – Targeted Universal

Inclusion service observations and feedback Pre-teach vocabulary **Reflect back correct speech rather than correcting** Bilingual assistant support **Whole class NELI**

Interventions

RWI Phonics
1:1 tuition

Motivational Maths

Fine motor group

Cognition and Learning – Universal/Adaptive teaching

Now/Next timetables & consistent routines, **Calm, low-arousal space** & sensory/fiddle tools **Time-out system** & fatigue awareness, **Positive reinforcement**, Name + eye contact before speaking, **simple, literal language**, gestures & visual cues, **processing time & emphasized keywords**, short activity durations, (Dyslexia-Friendly) **Non-white backgrounds**, Clear fonts (size 12–14) **Uncluttered layouts**, Pre-taught vocabulary & display mats/number lines **Concrete resources & physical manipulatives**, Flexible recording iPads & whiteboards, **Working memory supports (coloured pens, post-its)** Build from the known & repeated practice

Communication and Interaction – Universal

Entry-Level Assessments: Conduct diagnostic language screeners at key transition points (Nursery Wellcomm, Reception NELI, and KS1 assessments). Implement **structured language and oracy interventions**, Good listening cues displayed and referred to, **Teach and model language and sentence structure,** Language is at appropriate developmental level, **Use child's name as a cue to listen**, Processing time given & key words emphasised, **Clear, simple instructions supported with Makaton and/or objects of reference**, Additional time to answer questions, **Repeat and expand sentences to model more complex language when needed** Use literal, direct language **Repeated learning**

Interventions

Wellcomm groups
NELI groups
Small group Narrative therapy
Lego therapy

Beneficial for All areas of Need

Transitions with previous year groups and other settings.

Calm learning environment with distraction free whiteboard area. Resources are labelled with text and image. Visual timetable clearly displayed and used.

Communication with parents and carers, signposting them to support, parent padlets and courses where applicable.

Interventions

Drawing and talking
Movement breaks
Quiet room
Visual prompts
Zones of regulation
Sensory pod
Forest School

Social, Emotional and Mental Health Universal

Meet and Greet, CPOMs used to record behaviour and concerns, **Zones of regulation scaling display is used**, PSHE association curriculum, **Reactive and planned circle times**, Whole class yoga **Team Teach De-escalation strategies**, Clear, simple language used, **Positive relationships**, All adults adhere to the behaviour policy, **Adults say what they mean, avoiding sarcasm or abstract vocabulary.**

Sensory and Physical – Universal

Pale backgrounds and accessible fonts on all displays and interactive whiteboard materials, classroom lighting reduces glare, **Clear visual information on matt surfaces to reduce glare**, minimal displays reducing visual noise, **Concrete resources/multisensory approach**, Sensory Circuits, **Opportunities to write in different ways with high sensory feedback e.g. foam, sand, paint**, Dough disco, Squiggle while you wriggle, **Highly proprioceptive PE activities– e.g. crawling, climbing, swinging.**

Interventions

Small-group fine motor programs (e.g., pegboards, dough disco, threaded beads)
Forest School

Social, Emotional and Mental Health – Targeted Universal

Inclusion service observations and feedback, identified member of staff for meet and greet, calming strategies taught

Sensory and Physical – Targeted Universal

Weighted resources, Wobble cushion, Fiddle toys, Sloped writing boards, Chewlery, Ear defenders, Spring scissors, Pen grips, to build hand strength and dexterity. Speech-to-text tools, Strategic desk placement, Finger Gym OT boxes Modified resources

Social, Emotional and Mental Health – Individualised

Primary Jigsaw referral CAHMS referral Mental Health Hub referral SEND support plan EHCNA referral

Sensory and Physical – Individualised

Classroom seating specific to hearing and/or vision needs, I pad linking to the interactive whiteboard content, Support selecting dinners and trying new foods, HVSS support, Toileting plan, OT referrals, Specialist chair/ adapted furniture, OT and Physio programmes.