



Area of Need: Cognition and Learning	
Quality First Teaching	School Concern (Additional to)
Differentiated curriculum planning and work Differentiated delivery- questioning and language Differentiated outcome to meet objective Use of ICT IPADS Story/cartoon board High expectations Teacher modelling Interactive whiteboard Maths in class -differentiated to ability Daily Phonics RWI Class visual timetables Visual cues-pictorial clues Vocabulary wall Contrast friendly presentations on interactive white board Now and next boards Symbols Cracking comprehension	1. 1:1 reading 2. Pre teaching of new topics 3. Individual pictorial/vocabulary boards 4. Daily RWI-differentiated to ability 5. Maths group daily differentiated to ability 6. Rainbow class 7. TA support 50%
	SEN Support in School (Different from)
	1- Small group with TA 2- Individual TA support 3- EP involvement 4- 1:1 phonics 5- 'Different from' curriculum 1-



<b>Area of Need: Communication and Interaction</b>	
<b>Quality First Teaching</b>	<b>School Concern (Additional to)</b>
Differentiated curriculum planning and work Differentiated delivery- questioning and language Visual timetables Teacher modelling Use of symbols Pictorial support Talk Buttons	1- Speech and Language therapist-small group 2- TA led Speech and language groups. 3- Makaton 4- Social skills group 5- Pre-teaching of subject specific vocabulary 6- Time in Rainbow class
	<b>SEN Support in School (Different from)</b>
	1- Communication in print 2- Low stimulus environment 3- Individual visual timetables 4- Work/task schedules 5- Individual TA support 6- Different from curriculum 7- Personalised timetable



<b>Area of Need: Social, Emotional and Mental Health</b>	
<b>Quality First Teaching</b>	<b>School Concern (Additional to)</b>
Whole school policy from behaviour-graduated response Parental involvement Circle time. PSHE Visual timetable High expectations Stress ball, fidget toys, Cushions, mats for sitting Growth Mindset	1- Social skills group 2- Learning mentor 3- Rainbow class 4- Soft room 5- Multisensory room 6- 'Working for' targets
	<b>SEN Support in School (Different from)</b>
	1- Behaviour targets 2- PSP 3- Risk assessment 4- Educational Psychology involvement 5- BSS 6- Individual TA support 7- Soft room 8- Multisensory room 9- Different from curriculum 10- Reduced timetable with parental consent 11- Personalised timetable



Area of Need: Physical and/or Sensory	
Quality First Teaching	School Concern (Additional to)
Differentiated curriculum planning and work Differentiated delivery- questioning and language Flexible teaching arrangements Pencil grips, Wobble cushions, Noise reduced environment Contrast friendly presentations-e.g. yellow background black writing De-cluttered environments Soft room Multisensory room Funky Fingers	1- Funky Fingers fine motor skills group 2- Tiger team/tiger cubs 3- Small group-Sensory/messy play 4- Soft room 5- Multisensory room
	SEN Support in School (Different from)
	1- Individual TA support 2- Soft room 3- Multisensory room 4- Different from curriculum 5- Physiotherapy 6- Occupational Therapy 7- Personalised timetable