

	Universal provision For all students (where appropriate):	Targeted provision For some students:	Specialist provision For a few students:
Communication and Interaction	<ul style="list-style-type: none"> • Communication friendly classroom • Visual aids • Structure and routine • Small groups • Consistent staff • A curriculum differentiated appropriately to take account of individual needs. • Specific resources including use of appropriate IT programmes • A classroom and whole school environment modified to take account of a variety of communication and interaction needs. • Regular communication with parents • Adult monitoring/support to promote social skills and interactions with peers. • Curriculum access facilitated by task modification and scaffolding • Supported transition between tasks • Positive self-esteem maintained through developing areas of strength. • Staff appropriately prepare students for routine changes 	<ul style="list-style-type: none"> • Visual timetables • Prompting • Speech and language group intervention including: • Recognising emotions • Conversation toolkit • Language for behaviour and emotions • Social use of games • Talkabout • Language link • Social anxiety • Black sheep resources • Bedrock learning • Socially speaking • Zones of regulation 	<ul style="list-style-type: none"> • Individual specialist intervention plans • SALT referrals • Social stories • Comic strip conversations • Neurodevelopment pathway

	<ul style="list-style-type: none"> • Staff model appropriate social behaviour and interaction. • Whole staff awareness of the implications of communication and interaction difficulties through regular training sessions 		
Cognition and learning	<ul style="list-style-type: none"> • Baseline assessments • Dyslexia screener • Dyscalculia screener • Quality first teaching • Coloured overlays/paper • Whole group literacy intervention-Lexia • Reading for pleasure • Guided reading • Regular assessments to monitor progress • Termly progress reviews with mainstream and parents • Word mats • Learning walls • Practical and concrete learning 	<ul style="list-style-type: none"> • Further literacy support-SNIP • In class support • Small group literacy interventions • Further support from class teacher • Laptop access • Success@arithmetic • Study skills • Executive functioning skills 	<ul style="list-style-type: none"> • Exam access arrangements • Educational psychologist assessments • B-squared • Power of 2 • Toe by toe
Social, emotional and mental health	<ul style="list-style-type: none"> • Small classes of 8-10 • Emotional literacy • Social use of games • Breakfast nurture group • Reward system • Restorative approaches • Trauma informed practice • Chunking • De-escalation strategies • Structured breaks and lunches • PACE approach 	<ul style="list-style-type: none"> • Timed activities • Calm box • Character strengths questionnaires • Interventions including: Mindfulness • Goal setting • Positive thinking • Visualisation • Anger management • Relationships 	<ul style="list-style-type: none"> • Art therapy • Animal therapy • Play therapy • School counsellor • Neurodevelopment pathway

	<ul style="list-style-type: none"> • Behaviour risk assessments • Positive handling plans • Movement breaks 	<ul style="list-style-type: none"> • Body image • Resilience • Growth mindset • Social Anxiety • Conflict resolution • Assertiveness • Emotional coaching • Starving the anxiety gremlin • Emotion cards • 5 point scale 	
Sensory and physical	<ul style="list-style-type: none"> • Sensory room • Small classes of 8-10 pupils • Sensory toys • Accessibility plans 	<ul style="list-style-type: none"> • Laptop access • Fine or gross motor skills • Finger gym • Programme 	<ul style="list-style-type: none"> • Sensory toolkit • Speed Up Handwriting intervention • OT personalised intervention plan • Specialist teacher • Specialist equipment • Orthoptic visual processing clinic referral • Sensory support service • Occupational Therapy referral • Adapted classroom • Personal fire evacuation plans • Access arrangements