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| **St Laurence’s Catholic Primary School** |
| **Area of difficulty** | **Universal Provision – all children where appropriate** | **SEN Support** | **EHCP** |
| **Communication and Interaction** | - Flexible Teaching arrangements. - Use of symbols and pictures.  - Visual Timetables. - Symbols and Signs. - Visual Aids. - Peer Support. - Wall Displays. - Differentiated Resources. - Differentiated questioning techniques. - Target Charts. -Talking partners-Talking stories-Therapy Dog | - TA Reading groups. - TA Wellcomm screening with intervention follow ups- Following advice from Speech and Language Therapist.- NHS and Chatty Therapies- Following EP advice- Following English Support advice - Following advice from ASC Advisory Teachers | - Specialist equipment e.g. visual aids- Individual Reward Systems. - 1-1 Support with Learning Support Assistant. - 1-1 Support with outside agencies to address needs. - Following advice from Speech and Language Therapist. - Following advice from ASC Advisory Teachers. - Specialist support from SIS Team – Visual Impaired -Following EP advice |
| **Cognition and Learning** | - Differentiated resources. - Differentiated activities. -TA Support in class. - Enhancements in continuous  provision. - Visual aids. - Writing Frames. - Adapted curriculum. - Scaffolding. - Word Banks. - Word Walls. - Help Desks. - Focused group work. - Educational Visits | - Phonics Support - Additional phonics support for withdrawal groups- English withdrawal groups with specialist teacher. - After school booster clubs.- Precision Teaching.- Active Literacy- Handwriting support- Comprehension phonics support- Personal Provision Plans | - 1-1 Support with Learning Support Assistant. - 1-1 Speech and Language Support. - Specialist support from SIS Team - Visual Impaired. - Specialist resources and equipment. - Individual Workstations. - Flexibility in facilities and rooms. - Now and Next Boards. - Personal Provision Plans-Following EP advice |
| **Social, Emotional and Mental Health Difficulties** | -Differentiated tools and resources. - Multi-sensory activities.- Sensory room -Specialist support PE/Games - Seating position in class.  - Handwriting sessions. - ELSA support - Educational Visits.- Therapy dog | - Opportunities to develop fine and gross motor skills. - After school clubs. - Sensory Diets. - Sensory breaks - Seedlings Programme. - Care Plans. - Reward systems | - Care Plans- Use of specialist equipment. - 1-1 Support with Learning Support Assistant. - Following advice from ASC Advisory Teachers. - Specialist support from SIS Team - Visual Impaired. - Workstations. - Involvement with Occupational Therapy. - INSYNC Activities.- Following EP advice |
| **Sensory and Physical Needs** | - Differentiated tools and resources. - Multi-sensory activities.- Specialist support PE/Games. - Seating position in class. - Handwriting sessions. - Educational Visits. | - Access to additional equipment/resources e.g. chair and stand  - Opportunities to develop fine and gross motor skills. - After school clubs. - Sensory Diets. - Sensory breaks - Seedlings Programme. - Care Plans.  | Care Plans  - Use of specialist equipment. - 1-1 Support with Learning Support Assistant. - Following advice from ASC Advisory Teachers. - Specialist support from SIS Team - Visual Impaired. - Workstations. - Involvement with Occupational Therapy.- Involvement with physiotherapists - INSYNC Activities.- Following EP advice |