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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 |