



The table below outlines Lilliput Infant School's ordinarily available provision (UNIVERSAL PROVISION). This is the standard available provision offered to all learners within our school.

**TARGETED SUPPORT OFFER** - represents the next level of support that some pupils may require this is usually delivered through targeted time-limited interventions that are regularly reviewed.

| UNIVERSAL - All Pupils                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | UNIVERSAL Social Emotional Mental Health - All Pupils                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | TARGETED SUPPORT OFFER - Some pupils                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p><b><u>Cognition and Learning</u></b><br/>           Adapted instruction/scaffolding<br/>           Explicit teaching of key vocabulary (dual coding)<br/>           Chunking information<br/>           Modelling, provide examples and metacognitive strategies<br/>           Review of prior learning and key knowledge (retrieval practice)<br/>           Multi-sensory learning opportunities (including concrete resources)<br/>           Flexible groupings<br/>           Consideration of curriculum planning content<br/>           Supportive learning tools (e.g., word mats, number frames)<br/>           Using technology to support learning tasks<br/>           Formative and summative assessment<br/>           Providing timely and effective feedback</p> <p><b><u>Communication and Interaction</u></b><br/>           WellComm Screener for all Reception Children<br/>           Total communication strategies: Clear and consistent language delivered in a language rich environment, consideration of processing.<br/>           Visual aids, (e.g., whole class visual timetables) and modelling of language<br/>           Promoting positive interaction between pupils (social skills)<br/>           Facilitating peer interaction through group work</p> <p><b><u>Sensory and Physical</u></b><br/>           Reasonable adjustments to the school and classroom environment for sensory and physical needs<br/>           Enabling environment to support the development of fine and gross motor skills<br/>           Ensuring physical accessibility in line with accessibility policy<br/>           Reasonable adjustments to the classroom or school environment to meet individual needs.<br/>           Teaching of handwriting (e.g., posture, pencil grip)<br/>           Providing whole class movement opportunities<br/>           Adaptions to uniform</p> <p><b><u>External agency involvement:</u></b><br/>           Reaching out for Information advice and training to support school training needs and meeting pupil needs.</p> | <p><b><u>Positive School Culture:</u></b><br/>           Creating a safe, supportive, and inclusive environment<br/>           Promoting positive relationships<br/>           Teaching social and emotional skills<br/>           Whole school Social Emotional Learning curriculum<br/>           Trauma awareness<br/>           Mindfulness awareness<br/>           Clear expectations and routines: Providing predictability and structure to reduce anxiety.</p> <p><b><u>Strategies to Support SEMH:</u></b><br/>           Clear routines and expectations<br/>           Use of visual support emotional wellbeing (e.g., Zones of Regulation)<br/>           Providing opportunities for pupil voice<br/>           Trusted adults<br/>           Sensory breaks and whole class regulation strategies<br/>           Check ins as part of usual school day</p> <p><b><u>Behaviour Support:</u></b><br/>           Consistent behaviour management policies<br/>           Restorative approaches<br/>           Clear routines and boundaries<br/>           Language used is linked to behaviour is positively framed with a culture of understanding and exploration<br/>           Social skills support (e.g., Playground buddies/Play leads)</p> <p><b><u>Environmental Adaptions</u></b><br/>           Supportive seating within the classroom (e.g., sitting near the front, away from busy areas)<br/>           Sensory overload awareness</p> | <p><b><u>Cognition and Learning</u></b><br/> <i>SEND Ways in</i> resources and scaffolding across all subjects if needed<br/>           Differentiation at individualised level<br/>           Bsquared assessment tool to track small step progress<br/>           Pre-teach phonics groups<br/>           Precision teaching of phonics<br/>           Phonological Awareness Battery Assessment (PhaB) targeting phonological awareness in Literacy<br/>           Sandwell Early Numeracy Assessment to assess Numeracy skills<br/>           Referral to Specialist Teacher for further assessment of strengths and needs</p> <p><b><u>Communication and Interaction</u></b><br/>           Speech sound and Language screeners used on a 1:1 by SENCo<br/> <i>Teddy Talk Test</i> - Speech and Language Assessment for 5 and under<br/>           Referral to NHS SaLT - advice and programme given, carried out by teaching team<br/>           Supported Speech and Language small groups - Sound gym, Narrative and Word Learning<br/>           WellComm Screener for specific individuals in Key Stage 1<br/>           Specific and Individualised communication strategies e.g. now/next boards, use of visual cues and Widgit symbols</p> <p><b><u>Sensory and Physical</u></b><br/>           Balance Ability motor skill program<br/>           Sensory Circuits<br/>           Individualised sensory and movement breaks/programs<br/>           Referral to Occupational Therapy team<br/>           Referral to Physiotherapy team<br/>           Referral to Specialist Outreach services</p> <p><b><u>Social Emotional Mental Health</u></b><br/>           2 Emotional Literacy Support Assistants (ELSAs) available to support individual needs for SEMH, including bereavement and loss, family conflict, anxiety, transitions - both temporary for check ins or long term<br/>           Individual Behaviour Support Plans Referral to Specialist Outreach services, CAMHs, Paediatricians, Family Support Workers or Educational Psychologists to support the child, their families and the school</p> |