



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
<u>Cognition and Learning</u> Adapted instruction/scaffolding Explicit teaching of key vocabulary (dual coding) Chunking information Modelling, provide examples and metacognitive strategies Review of prior learning and key knowledge (retrieval practice) Multi-sensory learning opportunities (including concrete resources) Flexible groupings Consideration of curriculum planning content Supportive learning tools (e.g., word mats, number frames) Using technology to support learning tasks Formative and summative assessment Providing timely and effective feedback <u>Communication and Interaction</u> Total communication strategies: Clear and consistent language delivered in a language rich environment, consideration of processing. Visual aids, (e.g., whole class visual timetables) and modelling of language Promoting positive interaction between pupils (social skills) Facilitating peer interaction through group work <u>Sensory and Physical</u> Reasonable adjustments to the school and classroom environment for sensory and physical needs Enabling environment to support the development of fine and gross motor skills Ensuring physical accessibility in line with accessibility policy Reasonable adjustments to the classroom or school environment to meet individual needs. Teaching of handwriting (e.g., posture, pencil grip) Providing whole class movement opportunities Adaptions to uniform <u>External agency involvement:</u> Reaching out for Information advice and training to support school training needs and meeting pupil needs.	<u>Positive School Culture:</u> Creating a safe, supportive, and inclusive environment Promoting positive relationships Teaching social and emotional skills Whole school Social Emotional Learning curriculum Trauma awareness Mindfulness awareness Clear expectations and routines: Providing predictability and structure to reduce anxiety. <u>Strategies to Support SEMH:</u> Clear routines and expectations Use of visual support emotional wellbeing (e.g., Zones of Regulation) Providing opportunities for pupil voice Trusted adults Sensory breaks and whole class regulation strategies Check ins as part of usual school day <u>Behaviour Support:</u> Consistent behaviour management policies Restorative approaches Clear routines and boundaries Language used is linked to behaviour is positively framed with a culture of understanding and exploration Social skills support (e.g., Playground buddies/Play leads) <u>Environmental Adaptions</u> Supportive seating within the classroom (e.g., sitting near the front, away from busy areas) Sensory overload awareness	<u>Cognition and Learning</u> <i>SEND Ways in</i> resources and scaffolding across all subjects if needed Differentiation at individualised level Bsquared assessment tool to track small step progress Pre-teach phonics groups Precision teaching of phonics Phonological Awareness Battery Assessment (PhaB) targeting phonological awareness in Literacy Sandwell Early Numeracy Assessment to assess Numeracy skills Referral to Specialist Teacher for further assessment of strengths and needs <u>Communication and Interaction</u> Speech sound and Language screeners used on a 1:1 by SENCo <i>Teddy Talk Test</i> - Speech and Language Assessment for 5 and under Referral to NHS SaLT - advice and programme given, carried out by teaching team Supported Speech and Language small groups - Sound gym, Narrative and Word Learning Specific and Individualised communication strategies e.g. now/next boards, use of visual cues and Widgit symbols <u>Sensory and Physical</u> Balance Ability motor skill program Sensory Circuits Individualised sensory and movement breaks/programs Referral to Occupational Therapy team Referral to Physiotherapy team Referral to Specialist Outreach services <u>Social Emotional Mental Health</u> 3 Emotional Literacy Support Assistants (ELSAs) available to support individual needs for SEMH, including bereavement and loss, family conflict, anxiety, transitions - both temporary and long term 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