

Cognition & Learning	Communication & Interaction	Sensory and/or Physical	Behaviour, Emotional and Social
• Specific teaching and practice of skills that are needed for everyday life. • Intensive support for learning, using individually targeted teaching for parts of the school day. • Highly structured routines with individual support. • Regular support to use assistive technology and/or communication support. • Individual or group TA support to meet an identified need and/or disability working in collaboration with teacher and ALNCo. • Personalised timetable to support identified need • Individualised pre and post tutoring • "go to" advocate and area outside of the classroom for emotional security or quiet working – planned (time tabled) or frequent and long term where self-regulation support is required. • Bespoke individualised phonological awareness to underpin phonics- small group or individual • Structured paired reading with an adult, over and above what's ordinarily available, including over-reading for fluency • Alternative forms of communication e.g. PECS, Sign Along, Makaton, Eye Gaze etc • Individualised numeracy programme • Access to equipment which can only be used by one pupil or cannot be reused or is beyond the reasonable resources of the school • Individual support for transfer to secondary school – passports, extra visits, liaison with new school. Enhanced Transition.	• School ALP - Ongoing, regular structured individual or group, delivered by staff, supported heavily by advice and guidance from an external specialist if causing a barrier to learning at that moment in time. • Health ALP – Individual Speech and Language Therapy sessions delivered by SLTA or Speech and Language Therapist only if causing a barrier to learning at that moment in time. • Activities and teaching to help learners use skills in different situations throughout the day, following advice from external specialist. • TA Support within mainstream in order to be able to access inclusive learning provision • Ongoing group support supported by guidance from an external specialist. • Long-term individual arrangements for entering/leaving school and for break/dinner times • AAC • PECS • Nurture provision • Individualised ChATT /Language interventions • Individualised Phonological Awareness activities (FP, KS2) • Bespoke curriculum • Use of alternative means to support communication e.g. Makaton, Eye Gaze, Signalong • Changes made to the physical environment following advice from external specialists. • "go to" advocate and area outside of the classroom for emotional security or quiet working – planned (time tabled) or frequent and long term. • Appropriately trained staff available to support the child when needed • Individual arrangements for entering / exiting school and break times • Proactive planning for non-routine situations, to inform adaptations • Access to equipment which can only be used by one pupil or cannot be reused or is beyond the reasonable resources of the school • Individual support for transfer to secondary school – passports, extra visits, liaison with new school. Enhanced Transition.	• Habilitation programme provided by the Habilitation Specialist in school and community (KS3-5). • Bespoke adaptations to teaching and learning methods to meet the individual needs of the child. • Modification of learning resources. • Delivery of individual learning skills, specific to the learner, from an appropriately trained adult. • Bespoke adaptation to the school / classroom environment to enable the child to fully participate. • Bespoke/individualised pre and post tutoring. • Access to auxiliary aids and/or specialist equipment to support safety of movement and learning. • Daily management and support for the use of specialist equipment. • Access to equipment which can only be used by one pupil or cannot be reused or is beyond the reasonable resources of the school. • Individual support for social interaction / communication. • Suitable identified areas for physical care, sensory activities and quiet areas. • Individual support for year group / class changes – passports, extra move up sessions. • Individual support for transfer to secondary school – passports, extra visits, liaison with new school. Enhanced Transition. • Direct individual input from the Sensory Impairment Service. • Input from specialist health services. • Bespoke multi agency planning with effective monitoring and reviewing processes. • Developing and delivering support as stipulated within IDP which could include: ◦ Implementing programmes from specialists, such as OT and Physio. ◦ Individualised programmes as advised by the Sensory Impairment Service. ◦ Support for children attending off-site social & learning opportunities. ◦ Individualised Physical Education programme. ◦ Hydrotherapy. ◦ Designated TA to undertake training and be available to deliver specialist programmes.	• On-going Positive Play © sessions (all Key Stages), after 1 term of assessment to identify need and on-going provision. • Awareness of emotionally based school avoidance (ECPS) • Trauma Recovery Model/Interventions • A number of staff trained in specific behaviour management techniques • A highly personalised and regularly reviewed approach to the curriculum, informed by the BESD needs of the child. • A personalised timetable which may include withdrawal from some activities or offsite opportunities to develop the child's ability to engage. • Daily teaching / support by staff for the child's behaviour plan • Access to individual therapeutic support from suitably trained staff • Highly individualised structured routines which may be supported by visual prompts • "go to" advocate and area outside of the classroom for emotional security or quiet working – planned (time tabled) or frequent and long term where self-regulation support is required. • Specific and individual support at break times • Individual arrangements for entering / exiting school • Access to key member of suitably trained staff to support within class and at break times– within class and pastoral support manager • Individual support for year group / class changes – passports, extra move up sessions • Individual support for transfer to secondary school – passports, extra visits, liaison with new school. Enhanced transition • Individual risk assessment to identify when and how the child needs extra support