Etwall Primary School Whole School Provision Map

Our provision map reflects a graduated approach to SEND. Wave 1 provision ensures that all pupils benefit from high-quality inclusive teaching and ordinarily available provision. Wave 2 provision provides targeted interventions and additional support for pupils requiring help to overcome identified barriers to learning. Wave 3 provision delivers specialist and highly individualised support for pupils with more complex needs, drawing upon personalised planning, specialist expertise, and external agency involvement where appropriate. Provision is reviewed regularly through the Assess-Plan-Do-Review process to evaluate impact and ensure pupils achieve the best possible outcomes

Wave 1: Universal Provision (Ordinarily Available Inclusive Practice)

Wave 1 provision consists of the high-quality teaching, adaptive practice, and inclusive approaches available to all pupils as part of the school's ordinarily available provision. Class teachers are responsible and accountable for the progress and attainment of all learners through responsive teaching and appropriate adaptation of the curriculum.

Wave 2: Targeted Provision (Additional Support)

Wave 2 provision is implemented when a pupil requires support that is additional to and different from universal classroom practice. Support is typically delivered through evidence-informed interventions, small-group programmes, targeted pastoral support, and focused teaching strategies designed to address specific barriers to learning. Progress is monitored closely to evaluate the impact of interventions

Wave 3: Specialist and Individualised Provision (Enhanced Support)

Wave 3 provision is for pupils with significant, complex, or enduring needs who require highly personalised support. Provision may involve specialist interventions, bespoke programmes, individual support plans, external agency involvement, and, where appropriate, provision specified within an EHCP. Support is tailored to individual need and reviewed regularly to ensure positive outcomes

Communication and Interaction

- Autism Spectrum Condition (ASC)
- Speech, Language and Communication Needs (SLCN)
- Social communication difficulties
- Developmental Language Disorder (DLD)

Wave 1 (High Quality Teaching)	Wave 2	Wave 3
• Reduced pace of teacher talk • Clear, concise instructions, e.g. given in short chunks using simplified language and clear sentence structure, stressing key words. Keep verbal instructions simple and in the order you want them carried out. Be aware of how many information carrying words you are using 'Get your maths book from the pile on my desk; on a clean page write the date and then copy down the calculations on the board' has more information carrying words than many adults will be able to remember. • Processing time given before expecting responses. • Repetition of instructions Using the same or simplified language. Give pupil time (at least 10 seconds) to respond and then if necessary repeat what you said. Use the same words unless you	• Speech and language intervention Programmes delivered by trained staff following SALT guidance. • Bucket Time attention and listening groups. • Attention Autism activities. • Memory Magic Intervention • Deliver a daily language programme incorporating: Blank Level Questions at Levels 3 and 4 • Sequencing three or four pictures. Sentence-completion cues • Colourful Semantics for sentence construction • Pre-teaching of key concepts before they are introduced to the whole class • Post-teaching opportunities to revisit and consolidate key concepts following lessons. • Pre-teach five identified target words at the start of each term, using: Visuals Real objects Simple definitions	• Individual speech and language therapy programmes delivered under the direction of a Speech and Language Therapist (SALT) • 1:1 language intervention programmes tailored to identified needs • Individual visual timetable and personalised communication supports. • Individual workstation and low-distraction learning environment • Specialist Team involvement - EPS, ISAT, SALT • Total communication approach including Makaton signs, symbols and gestures to communicate needs • Implement an individualised communication and language programme following specialist assessment or advice. • Personalise language interventions, social-skills targets and communication approaches to the pupil's assessed profile.

think the vocabulary was too difficult to understand. • Chunking instructions into smaller steps. • Pace and pitch altered to support learning needs • Checking understanding rather than asking "Do you understand?" ask the pupil to tell you what they have to do • Opportunities for structured talk and partner work. • Ask specific questions to encourage the pupil to provide more precise information. Use cued listening - give pupils a small number of questions that they will have to answer after listening to teacher presentation or video input. • Good listening prompts • Ensure you have the pupil's attention before giving an instruction • Clear and simple explanations • Chunking instructions • Support your oral presentation or explanations with pictures, real objects or mime. Use visuals (real objects photographs symbols) appropriate to pupils developmental level rather than chronological age. Use of gestures,	• Paired or 1:1 curriculum tasks with differentiated support • Individual work station and individual visual timetable • Language for Thinking Non-literal language, idioms, jokes etc • Provide weekly direct teaching of social skills through: Role play Video clips Picture scenarios Rehearsal of real-life situations • Social communication intervention groups, such as Socially Speaking to teach social and emotional skills and support their application in everyday situations • Talkabout programmes for social communication • Deliver **Lego Therapy** to develop cooperation, communication, turn-taking and shared problem-solving. • Deliver the **You Are a Social Detective** intervention. • Deliver the **Social Thinking and Me** programme to support personalised teaching of social understanding, expected behaviour and social rules. • Structured friendship groups • Social stories and comic strip conversations	• Coordinate specialist recommendations with classroom practice so that strategies are consistently reinforced across the school day. • Intensive teaching of social communication skills through personalised programmes. • Specialist teaching of non-literal language, inference, conversational skills and social understanding. • Provision specified within an EHCP, including identified hours of support and specialist programmes

symbols, pictures, and modelling. Visual support across the curriculum • Say what you mean (explain double meanings, avoid sarcasm etc.) • Preparation for change of activity or lesson • Visual timetables in classrooms and visual prompts. Now and Next board. • Display classroom rules and routines illustrated by pictures for pupils to refer to • Provide pupil with a symbol card to display when he or she wants help • Break tasks down into manageable chunks, tick lists • Clear transitions within and across lessons • Systematic organisation of independent learning tasks and activities • Clear and specific learning objectives • Overt expectations made explicit • Set explicit and clear expectations e.g. how many lines to write, how many questions to answer, how long to listen (use a timer) • A calm ordered learning environment that supports listening attention and communication	• Emotional literacy groups (ELSA) incorporating conversation and social understanding. • Friendship groups and supported play sessions. • Structured playground games led by adults. • Peer buddy or friendship support programmes. • Adult-facilitated lunch and playtime groups. • Little Wandle Keep Up	

• Distractions minimised where possible. • Seating away from doors, windows and other high-traffic areas. • Access to a quieter or lower-stimulation area for key learning tasks. • Clear and organised classroom environment. • Reduced visual clutter around the pupil's workspace • Model correct sentence usage • Broad range of sentence activities, e.g. description, news telling • Talk partner opportunities • Rehearse how to start, maintain and repair conversations when misunderstandings occur. • Allow allocated times for the pupil to talk about their interests. • Use sentence-completion cues, for example, “The man is reading the…” • Offer fixed choices to support word retrieval, for example, “Is the girl running or sitting?” • Application of specific speech targets during the day in a quiet environment • Consistent support from teacher and TA to reinforce speech sounds throughout the day		

• Little Wandle Phonics programme with strong phonological awareness component • Key vocabulary pre-taught and revisited regularly. Pre-teaching of subject vocabulary, key vocabulary displayed, clear definitions of words given and taught in a multi-sensory way • Vocabulary rich environment e.g., repetition, And use of vocabulary with peers. Teach each word by helping build a web of associations - what it sounds like what it means how it fits into a sentence. • Classroom displays that support communication and vocabulary development. • Use of technology, such as laptops and iPads and text to speech technology as well as speech to text • Support writing with writing frames, templates, mind maps, cloze procedures Provide regular opportunities throughout the school day for: • Shared-focus play • Simple turn-taking activities • Cooperative play • Supported social interaction with peers		

• Use social stories and comic strips to explain challenging or unfamiliar social situations. • Use visual prompts, picture scenarios, role play and modelling to reinforce social expectations. • Clear expectations for social interactions. • Structured play opportunities at lunchtimes. A buddy system or support for interactions at play and lunchtimes if needed • Provision of a quiet workstation. The reduction of sensory distractions calm area allocated in the classroom • Support to develop peer relationships and participate in group work when intelligibility is a problem • Regular access to sensory resources and activities such as ear defenders wobble cushion fiddle toy movement breaks		

Cognition and Learning

- Dyslexia
- Dyscalculia
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)

Wave 1 (High Quality Teaching)	Wave 2	Wave 3
• Clear learning objectives and success criteria • Task boards to support understanding of an activity and expectations for learning and the use of visuals e.g., Widget symbols to support. • Use 'Now and Next' approaches and motivating learning activities to support attention, task engagement and learning stamina. Adults gradually increase expectations for sustained concentration and independent completion of tasks. • Same learning objective but providing different ways for pupils to achieve it, e.g., write an explanation, create a labelled diagram, produce a comic strip, record an oral explanation, make	• Individual workstation with personalised sensory regulation programme to include sensory regulation charts and visuals to support self-identification of sensory needs • Deliver Little Wandle Keep-Up sessions to provide targeted support for pupils requiring additional phonics teaching, enabling them to secure phoneme-grapheme correspondence, develop decoding skills and keep pace with whole-class phonics learning. • Nessy reading and spelling • Colourful semantics to help support sentence construction • Dictation envelopes (write the sentence on the outside of the	• Individualised specialist literacy intervention using Toe by Toe and Acceleread Accelewrite, tailored to assessed needs and reviewed regularly for impact on reading, spelling and written recording • Individual Targets – programme of work with TA individually/in small groups. • Provide bespoke 1:1 Precision Teaching to address persistent gaps in literacy or numeracy identified through assessment and specialist advice. • Access advice, assessment and intervention recommendations from specialist services, including Educational Psychologists and Inclusion Support Advisory Teacher

a model and explain it to an adult, write sentences, use picture sequencing cards, give a verbal retell, use a story map, record using an iPad. • Provide choices relating to learning preferences. Adapt curriculum content appropriately to connect with the pupil's interests and strengths. Choice board approach with reward. Plan activities that use the same learning objective but involving different ways to achieve it. • Adapted curriculum, planning, activities, delivery and outcome in all classrooms. • Provide reading materials at the pupil's instructional level, both fiction and non-fiction. • Model thinking aloud to demonstrate how to find literal answers and make inferences from clues in the text. E.g. using a colourful semantic approach to identify the who, what, where and when. Provide multiple choices to begin with to support understanding and provide early success. Use guided questioning with clear distinctions between literal and inferential questions.	envelope, inside have jigsaw of the sentence, on the back of the envelope show the number of marks possible (score one for each word spelt correctly, in correct order, one for any punctuation, including capital letters) Pupil reads the sentence on the envelope, gets out the jigsaw, turns over the envelope, makes up the jigsaw from memory, turns over the envelope and checks it's correct, returns the jigsaw to the envelope, turns over the envelope, writes the sentence in her book from memory, checks own sentence against the envelope, gives herself marks out of possible total) • For spelling use magnetic letters or spelling apps (squeebles) • Precision teaching • Dyslexia- Nessy daily practice programme accessed via i Pads/laptop • Allow additional time for tasks and processing information • Targeted Memory Magic programme to improve working memory, attention, retention and recall, enabling pupils to retain and apply learning more effectively in classroom activities • Targeted Action Words intervention to develop the application of phonics	• Monitor the pupil's response to specialist intervention and adjust delivery in line with assessment evidence and specialist advice. APDR process • Implement a highly personalised curriculum with adapted outcomes, pacing, teaching approaches and resources based on assessed individual needs • Provide specialist assistive technology, including speech-to-text, Immersive Reader, dictation software and alternative recording methods to support curriculum access and independence. • Implement examination access arrangements and personalised assessment adaptations, including additional time, readers, scribes or a separate room, where appropriate and supported by evidence

• Information presented visually as well as in writing. To help pupil extract the salient points from information they are given, use highlighter pens provide cards telling them what they have to look out for in a text or from sources such as film. • Adapt the level of challenge and demand in response to the pupil's emotional presentation. • Provide access to concrete resources and multisensory learning experiences, such as Numicon, Cuisenaire • Resources such as pencil grips, writing slopes, aids to support spacing between words, adapted reading as needed • Resources to support independence, such as spell checkers, alphabet strips, phonic mats, high frequency word mats, working walls, number lines,/squares concrete resources, picture word banks, widgets, cloze procedure, writing scaffolds, prompt sheets, key words, sentence strips, paragraph openings, print off the IWB page used in whole class lesson and have pupils add to it/annotate it. After writing, pupils add Post-its to indicate:	within reading, improving accuracy, fluency and confidence when decoding unfamiliar words • Targeted Precision Teaching and daily phonics flashcard intervention for pupils with identified literacy difficulties to improve phonological awareness, decoding, retention and reading fluency • Use Rosser Speedo to provide structured practice in reading and spelling high-frequency words for pupils with identified literacy difficulties • Targeted fine motor and handwriting programme using practical, multi-sensory activities to develop the underlying skills required for effective recording and written work, e.g. Writing Explorers • Deliver structured fine motor and handwriting activities through a play-based, multi-sensory approach to improve motor coordination, pencil grip, letter formation and written recording, e.g., Active Hands are Achieving Hands • Use Plus 1 and Power of 2 interventions to support pupils with identified difficulties in mathematics, developing	

where more detail is needed, a better adjective, punctuation corrections a missing conjunction, use visual boundaries on worksheets (coloured boxes, highlighted lines) • Adults will model summarising aloud, highlighting how to pick the main points. Adults will give guided practice with prompts such as: "What happened first? What happened next? How did it end?" • Visual supports, worked examples and scaffolds • Use of iPads – Microsoft Lens to access Immersive Reader so class texts can be read to pupil. • Flexible methods of recording work. Use of iPads – talk to text, laptops as an alternative to writing, making posters, PowerPoint presentations, oral presentations, dramatic reconstructions, mind maps, matching labels to pictures, diagrams, sorting sentences or pictures into categories • Workstation available to any pupil who needs it. • Access to a quiet area during lessons. • Flexible seating options. • Low-stimulation classroom adaptations.	number fluency, reasoning and application of mathematical skills. • Provide School-Led Tutoring to address identified gaps in learning through targeted, structured teaching focused on specific literacy, numeracy or curriculum objectives. • Regular movement breaks throughout the school day	

• Teach and model strategies that help the pupil to: Filter distractions Regulate their attention Sustain concentration • Teach strategies that support memory and retention. When asking pupil to recall previous learning provide him/her with aids to support working memory e.g. previous lesson content, visuals, cue words etc. • Space repetition over time (“spaced practice”) to strengthen memory. Spaced repetition involves reviewing information multiple times, but with gaps of increasing length between each review. Each the pupil recalls the information, it becomes more deeply embedded in long-term memory. A practical example Flashcards: Use cards for vocabulary, facts, or concepts. Review daily at first, then every few days, then weekly. • Provide opportunities for pre-teaching and consolidation of key concepts, vocabulary and curriculum content to support pupils' understanding, retention and successful participation in whole-class learning. • Provide appropriate adult support during whole-class input, instructions and the introduction of new tasks.		

• Use phonics flashcards to reinforce previously taught sounds and words. • Scaffolded tasks and worked examples modelling guided practice. • Word banks, vocabulary mats, and knowledge organisers. • Increased visual aids, modelling and adult support with target groups and concrete resources. • Break tasks into small manageable chunks. • Peer support – classroom layout/groupings, talk partners • Give pupil thinking time before answering a question or say I'm going to come back to you in a minute… • Make learning strategies explicit by 'thinking aloud' yourself • Link learning to what a pupil already knows • Simplified and reduced levels of language • Overlearning and regular retrieval practice. • Access to reading aids and support materials. • Opportunities for repetition and practice.		

• Adapted worksheets where appropriate. • Regular assessment for learning and feedback. • Flippity spelling • TT Rockstars • LBQ • Dyslexia – children provided with coloured reading overlays and coloured books if appropriate • Clear and simple instructions, breaking down longer instructions and giving one at a time • Clarify, display and refer back to new/difficult vocabulary • Pre-teach vocabulary and key concepts • Check for understanding • Consistent use of positive language • Jot down key points/instructions • Visual cues and prompts • Visual timetable • Collaborative working opportunities • Key vocabulary displayed/available • Consistent use of terms • Repetition and reinforcement of skills including worked examples • Tasks simplified or extended		

• Visually supportive learning environments e.g. working walls, word mats • Involve the pupil in discussions about how they learn and approach tasks. When successful, ask them to identify what they did to solve the problem/find the information • Flexible grouping • Vocabulary Cards • Clear rewards and sanction systems • Peer support • Individual whiteboards for drafting • Agree a private signal that the pupil can use to show you when they have not understood • Dyslexia-Friendly Practice: Provision of written notes to reduce the need to copy from the board Design worksheets so the layout is uncluttered. Use cream or coloured paper, large print (12-14) and a clear font such as Ariel. Set information out in panels. Signpost sections with key words, symbols and pictures. Put important information in bold colours. Be aware that the pupil may find it hard to hold questions, information or instructions in their head for long enough to act on them		

Repeat instructions and questions, chunk them rather than saying in one long string. Jot them down on a sticky note or encourage the pupil to do so. Allow time for processing, for example paired discussion with a partner before putting hands up. Be aware that dyslexic pupils may know something one day and forget it the next may lose or forget equipment they need or may forget what they are supposed to be doing in the course of a lesson. Teach pupil's strategies to improve organisation such as diaries, checklists of equipment. Use coloured pens on the whiteboard use coloured text on worksheets and coloured books. Bullet points to break up text. Cover text to enable focus on each part. Print off an Interactive Whiteboard page used in whole class sessions and have pupils add to it or annotate it. Additional time to complete tasks and be aware of the fatigue that pupils may experience because of the amount of effort they have to put into learning.		

• Dyscalculia-Friendly Practice: Resources to support independent learning such as squared paper to help line up numbers, number line, 100 squares, times table chart, concrete apparatus. Use of concrete examples that connect to real life. Talk through it or write down a problem in a sentence. Draw the problem or allow the people to draw the problem. Cover text to enable focus on each question. Breakdown maths problems into smaller steps. Highlight or circle keywords or numbers. Additional time to complete tasks. • Dyspraxia-Friendly Practice: Seat near to the board and away from distractions and plenty of space each side of them-pupils should have writing arm on the outside edge of shared table. People should be able to see the teacher without turning their body. Check seating - Desktop should be at elbow height. Pupil should be able to sit right back in their chair with knees		

bending back at right angles and feet flat on the floor. Put box or large book on defeat if necessary. Present instructions clearly one thing at a time. Use a reminder, handwriting alphabet, number formation on the desk.		
Social Emotional and Mental Health • ADHD • Anxiety • Attachment difficulties • Depression • Behavioural difficulties linked to emotional needs		
Wave 1 (High Quality Teaching)	Wave 2	Wave 3
• Cyclic PSHE Curriculum focused on Statutory Relationships Curriculum • Clear positive whole school behaviour policy. • New or inexperienced staff have access to experienced colleagues who can support them with challenging behaviour • Careful consideration to be given to group dynamics within class for example seating plans. Seat pupil by a more settled peer. Environmental	• Targeted Family Support Worker intervention to work collaboratively with parents and school staff to support emotional wellbeing, anxiety, friendships, school engagement and attendance, including support for pupils experiencing EBSA. • Consistent meet and greet with a named adult on arrival to promote emotional regulation, readiness for learning and a positive start to the school day.	• Specialist Family Support Worker intervention, delivered in collaboration with parents, school staff and external agencies, to provide intensive support for pupils with significant emotional wellbeing needs, anxiety, friendship difficulties and persistent EBSA, helping to improve engagement, attendance and access to learning. • SENDCO facilitates the identification of underlying SEMH and neurodevelopmental needs to inform

adaptation e.g. social seating and proximity to teacher • Access to trusted adults across the school who promote positive relationships, emotional wellbeing and a sense of belonging. • Staff modelling and reinforcing specific social skills and emotional literacy skills. Use of emotion coaching and restorative scripts • Access to a quiet work area and resources to support focus and attention. Use of the Smilers Station Ensuring the pupil can access a quiet, safe space away from an audience when they begin to feel overwhelmed. • Movement and sensory breaks are embedded within classroom practice to support wellbeing, self-regulation, attention and readiness for learning. • Display classroom rules and routines for pupils to refer to. Illustrate them visually for example use a traffic light system to indicate whether pupils can talk or not or symbols for different noise levels • Emotion vocabulary is displayed and explicitly taught to support emotional literacy, self-awareness and the communication of feelings.	• Regular review of an individualised visual timetable with a trusted adult to support emotional regulation, reduce anxiety and prepare for transitions throughout the school day. • Access to a designated workstation or identified classroom space to support attention, self-regulation, independence and engagement in learning. • A trusted adult revisits the pupil's achievements and strengths at the start of each day, reinforcing positive expectations, celebrating success and supporting emotional readiness for learning. • Targeted adaptation of learning through personalised choice, scaffolded levels of challenge, multi-sensory approaches and the use of individual strengths and interests to promote engagement, confidence and successful participation in learning. • Use of a personalised Now/Next visual system, visual countdown timer and pre-warning of transitions to support predictability, emotional regulation and successful transitions throughout the school day.	appropriate support and specialist involvement. • Specialist assessment, advice and recommendations from external agencies are used to inform, implement and review personalised provision. • Individualised pastoral intervention to support engagement, wellbeing and inclusion. Specialist therapeutic interventions, including play therapy, art therapy to support pupils with complex social, emotional and mental health needs. • Individual risk assessment and crisis support plan to maintain safety, reduce escalation and ensure a consistent response to significant SEMH needs. • Highly personalised curriculum and commission off site alternative provision • Enhanced home-school communication and family support to promote consistency, monitor progress and support the implementation of individualised SEMH strategies across home and school. • Team Around the Family (TAF) and multi-agency planning to coordinate specialist support, monitor progress

• Breathing, mindfulness and grounding strategies are explicitly taught to support emotional regulation, resilience and wellbeing. • Access to worry boxes or worry monsters to support pupils in expressing concerns, seeking support and developing emotional wellbeing. • Additional learning activities to engage and motivate • Flexible and creative use of rewards and consequences • Pre warning of changes to activities routines and staffing – now/next board visual timetable • Tasks are broken into manageable steps, with regular opportunities for movement and short breaks to support attention, engagement and successful participation in learning. • Planned movement breaks and opportunities for pupils to request short periods of rest or reflection to support wellbeing, emotional regulation and engagement in learning. • Positive language to re-direct, reinforce expectations e.g. use of others as role models • Time out systems within the classroom	• Strategies to support understanding and expressing emotions appropriately such as emotions barometer or incredible 5 point scale • Targeted LEGO Therapy sessions to support the development of social communication, teamwork and emotional regulation skills. • Use Zones of Regulation or Colour Monster language and visuals to help pupils identify and communicate emotions. • Participation in Socially Speaking intervention to explicitly teach and develop social communication, emotional understanding and interaction skills, with opportunities to generalise these skills in everyday school situations. • Consistent use of the PACE approach (Playfulness, Acceptance, Curiosity and Empathy) by adults to build positive relationships, support emotional regulation, promote a sense of safety and develop understanding of the pupil's thoughts, feelings and experiences. • Targeted 'You Are a Social Detective' intervention to support social awareness, social problem-solving and	and ensure a consistent approach across home, school and external services. •

• Increased structure, routine and guidance • Rewards and praise used carefully to positively reinforce desired behaviours. Positive language/celebrating individual achievements. Use a planned reward system for appropriate behaviour • A calm, organised learning environment with considered seating arrangements and reduced visual distractions to support attention, listening and communication. • Use of visual supports, including visual timetables, now/next boards, gestures, photographs, symbols and real objects, to support understanding, communication, independence and engagement in learning. • Classroom rules, routines and expectations are displayed visually using pictures and symbols to support understanding, independence and consistent behaviour across the school day. • Tasks are broken down into manageable steps, with the use of checklists and visual prompts to support organisation, independence and successful task completion.	understanding of others' thoughts, feelings and behaviours. • Use of restorative conversations and scripts following incidents to develop social understanding, perspective-taking, emotional awareness and problem-solving skills, supporting the pupil to reflect on actions, consider the impact on others and identify positive strategies for future situations. • Targeted use of Social Stories and comic strip conversations to support understanding of social situations, emotions, behaviours and expected responses. • Targeted Social Thinking and Me and Language for Behaviour and Emotions interventions to develop social understanding, emotional literacy and positive social behaviours. • Use of a personalised 'Wow Book' to record daily achievements and identify positive events to look forward to. Reviewed with a trusted adult at the start of each day to promote emotional wellbeing, confidence and engagement in learning. • Use of an agreed visual time-out system, with access to a quiet, safe space and a named adult for co-	

• Additional processing time is provided to enable pupils to understand instructions, formulate responses and demonstrate their learning. • Regular home-school communication to support pupil wellbeing, strengthen partnerships with families and promote a consistent approach between home and school. • Access to a range of opportunities that promote social and emotional development, including circle time, friendship initiatives, acts of kindness and structured opportunities to build positive relationships. • Reinforcement of expectations through visual prompts and role modelling good behaviour • Regular constructive feedback supports progress, confidence and engagement in learning. • Wellbeing Ambassadors promote the SMILERS wellbeing principles through pupil-led activities, peer support and whole-school initiatives that foster positive relationships, resilience and emotional wellbeing. • Opportunities are provided for pupils to identify positive experiences and things	regulation, emotional support and problem-solving when needed. • Targeted ELSA support to develop friendship skills, social understanding and problem-solving strategies, using child-led approaches such as 'We Can Make It Better Stories' and structured opportunities to build positive peer relationships. • Assessments and monitoring of learning and social emotional wellbeing and associated behaviour e.g., Boxall Profile, SNIP Behaviour Audit, RCADS (Revised children's anxiety and depression scale) • SMART targets linked to need • CPOMs to record incidences and look for patterns and triggers • Scaffolded support during playtimes and lunchtimes, with access to a quieter space and preferred activities to promote positive peer relationships, self-regulation and social confidence. •	

to look forward to, promoting optimism, emotional wellbeing and engagement with school. • Staff routinely celebrate pupils' achievements and reinforce positive expectations to promote confidence, wellbeing and readiness for learning. • Access to a range of classroom learning spaces and seating options to support engagement, concentration and independent learning. • Access to visual self-regulation tools, such as a traffic-light system, to support emotional awareness, communication of needs and readiness for learning. • Make an effort to catch the pupil making a good choice and praise them. Aim for a ratio of four positive comments to one negative • Use of discreet, non-verbal prompts and reminders to support self-regulation, attention and positive behaviour. • Actively teach core routines for certain tasks having people practise them with progressively less help until they can quickly tell you and show you what they have to do if you ask them to do that type of task		

• Set independent tasks that have previously been modelled for the whole class • Give clear guidelines; I expect you to have produced at least three lines by 10:30. I will be asking you then to share these with your writing partner • Provide support in the form of writing frames, word mats, relevant classroom displays and prompts such as a card with ideas for 'five things to do if you are stuck with your work' • Flexible adaptation of learning through choice, scaffolding, multi-sensory approaches and the use of pupils' strengths and interests to promote engagement, confidence and successful participation in learning. • Take steps to build pupil's confidence: Find out what they know about or are good at and have them share this with the rest of the class or school. Give them responsibilities for example being a class monitor, being a playground buddy, helping those who are new to the school Have them keep records of new things they learn and can do Ask them to help another pupil with their work		

Dojo good pieces of work for parents to see and praise at home • Building a relationship is key to improved behaviour. Take small steps to build the relationship with the pupil: Take extra care to greet the pupil each day and say a word or two individually to them Have lunch with the pupil from time to time. Try to involve them in a lunchtime or after school club that you run Invite them to help you with daily tasks Use of emotion coaching, active listening and positive relational approaches to support pupils' emotional wellbeing, self-esteem and sense of belonging. Listen without giving advice or opinions; show that you understand how the pupil feels…..'That must have made you very angry/upset.' When things go wrong, reject the behaviour not the pupil…..'This is not the behaviour I expect to see from someone as kind and helpful as you.' Don't be afraid to tell the pupil you like them and that what happens to them matters to you…..'You really matter to me and it's important to me that you do well this year.'		

• Ask another pupil or small group to buddy the pupil who is having difficulties, praising them when they achieve easily reachable behavioural targets • Celebration assemblies and recognition events promote positive wellbeing, self-esteem, achievement and a sense of belonging within the school community. • Access to School Council and pupil leadership opportunities to promote pupil voice, responsibility, confidence, belonging and active participation in school life. • Parent workshops, information sharing and signposting to relevant support services promote wellbeing and strengthen home-school partnerships. • Early identification of emerging social, emotional and wellbeing needs through ongoing observation, monitoring and timely communication with pupils and families. • School trips planned and risk assessed well in advance taking into consideration the needs of the pupil. • Planned transition support between classes and key stages to promote confidence, wellbeing and successful		

adjustment to new learning environments.		
Sensory & Physical • Sensory processing difficulties • Hearing impairment • Visual impairment • Physical disability • Medical needs requiring adaptations		
• Wave 1 (High Quality Teaching)	• Wave 2	• Wave 3
• A well-organised, uncluttered learning environment with appropriate lighting supports engagement, independence and access to learning. Clear walkways and accessible classroom layouts. • Reduce background noise to improve acoustic environment. • Good lighting and reduced glare within classrooms and working areas. • Flexible seating options are available to support comfort, engagement, independence and access to learning. • Visual timetables and environmental cues are used to support understanding of routines, transitions,	• Targeted Sensory Circuit intervention to develop regulation, focus and learning readiness. • Participation in Zones of Regulation intervention to develop emotional awareness, self-regulation and coping strategies. • Targeted play-based intervention to develop fine motor skills, pencil control and handwriting development. • Fine motor skills interventions delivered through targeted small-group or individual programmes. • Participation in the Writing Explorers intervention programme to develop	• Individual movement plan, informed by specialist advice, to support access, safety and participation • Specialist assessment and monitoring by external agencies (e.g. Occupational Therapist, Physiotherapist, Teacher of the Deaf, QTVI) • Individual physiotherapy or occupational therapy programmes delivered under specialist guidance • Individual therapy programmes delivered under specialist guidance. • Specialist equipment prescribed to meet individual physical, sensory or medical needs

independence and engagement in learning. • Movement and sensory breaks are embedded within classroom routines to support regulation, engagement and readiness for learning. • Regular opportunities for physical movement and changes in posture are incorporated throughout the school day to support comfort, regulation and engagement in learning. • Seating arrangements are carefully considered to support attention, comfort and successful participation in learning. • A range of sensory tools and equipment supports engagement, self-regulation and participation, e.g., fidget tools, wobble cushions, TheraBand's attached to chair legs, ear defenders or noise-reducing headphones, weighted lap pads, sensory chew tools (where appropriate), stress balls, putty, Play-Doh or therapy putty, pencil grips, writing slopes, standing desks or standing workstations, alternative seating options, sensory circuits , calm boxes or sensory baskets, visual sensory regulation scales and charts, access to water bottles, movement	motor skills, sensory regulation, independence and engagement in learning. • Referral to specialist services, including Occupational Therapy, where additional assessment or support is required. • Targeted physiotherapy, occupational therapy or physical programmes implemented by trained school staff following specialist advice. • Individual pupil profiles outlining sensory, physical and access needs, with strategies for staff to implement. • Subject-specific advice and support from specialist teachers, including the Teacher of the Deaf (ToD) or Qualified Teacher of Vision Impairment (QTVI), where appropriate • Monitoring and review of hearing, vision, sensory or physical needs in collaboration with specialist services. • Targeted support from to develop independence and access to learning through strategies such as IT, mind maps and alternative recording methods. • Implement and monitor medical needs plans to support pupils' health, safety and participation.	• Individual mobility, moving and handling or access plans • Individual healthcare plans and medical interventions requiring trained staff. • Specialist communication, hearing or vision support programmes advised by external professionals. • Risk assessments and emergency evacuation plans (PEEPs) for pupils with significant physical or medical needs. • Staff training specific to an individual pupil's sensory, physical or medical needs • Multi-agency planning and review involving health, education and care professionals • Additional transition planning and visits for pupils with complex sensory or physical needs. • Delivery of specialist provision specified within an EHCP. • Bespoke access arrangements for assessments and examinations.

stations within the classroom, tactile resources and manipulatives. • Classroom environments are adapted to minimise sensory barriers and promote successful engagement in learning. • A range of recording methods, including verbal responses, ICT, visual recording and practical demonstrations, is available to support participation, independence and access to learning. • Resources are adapted as required, including the use of enlarged, simplified or modified materials, to support access, participation and successful engagement in learning, e.g., enlarged font worksheets and reading materials, reduced text per page, simplified layouts with clear spacing, coloured backgrounds or pastel paper, large-print labels and classroom displays, visual instructions and picture-supported resources, modified worksheets with fewer questions, highlighted key vocabulary and instructions, writing frames and structured templates, adapted exercise books with wider lines or larger writing spaces, enlarged number lines,	• Targeted physical and motor skill programmes delivered by trained staff under specialist guidance. • Access to specific equipment, resources and assistive technology to remove barriers to learning and participation. • Targeted support to develop toileting, personal care and independence skills through structured teaching, encouragement and consistent routines. • Additional transition time is provided to support safe, independent movement around the school environment. •	

hundred squares and maths resources, accessible digital versions of learning materials, subtitled videos and audio-supported resources, visual organisers, mind maps and graphic organisers, symbol-supported resources (e.g. Widget). • Staff are aware of and responsive to pupils' sensory sensitivities and physical needs to promote wellbeing, inclusion and access to learning. • Opportunities to develop fine and gross motor skills are embedded within classroom activities and the wider curriculum. • Uniform adjustments are considered to promote comfort, wellbeing and inclusion. • Alternative methods of recording, including access to laptops, tablets and accessible technology, are available to support participation, independence and access to learning. • Support is provided where required to promote independence, participation and safe access to eating and drinking routines. • Access to adapted equipment, including training cutlery where		

appropriate, to support independence and participation in daily routines. • Accessible toileting facilities are available to support independence, dignity and inclusion for all pupils. • Educational visits and enrichment activities are planned inclusively, with consideration given to pupils' individual needs to promote participation, accessibility and successful engagement. • Consideration of physical access, mobility and personal care needs to ensure all pupils can safely access the school environment and participate fully in school life. • Partnership working with parents/carers to ensure consistent support for sensory and physical needs across home and school. • Universal opportunities to develop physical health, wellbeing and active lifestyles. • Staff training and awareness of common sensory and physical needs to promote inclusive practice and remove barriers to learning • Exam access arrangements available where appropriate to ensure equitable access to assessments.		

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