

R.H.P.S. PROVISION PLAN

Areas of Need	UNIVERSAL SUPPORT PATHWAY	SENCO INTERVENTION		Agency advice & support
	1. Universal	2 Targeted	3 Specialist	
COMMUNICATION & SOCIAL INTERACTION	<ul style="list-style-type: none"> • Clear lesson learning objectives • Learning walls • Lesson format – I, We, You • Class visual timetables • Visual aids • Active listening cues • Whole school timetable • Communication cards • Communication friendly environment & strategies – AUDIT • Classroom seating • Check-in during lessons • Marking in the lesson • Attendance monitoring 	<ul style="list-style-type: none"> • TAs based in class for English & Maths • Phonics keep up - HLTA • Orange IEP books • SALT strategies & intervention • Task boards • Break down tasks/instructions, chunking • STAR everyday readers 	<ul style="list-style-type: none"> • Nurture – Serenity • 1:1 support in class • TA communication fans • Advice from ADS • Precision teaching • Adaptive teaching • Orange books 1:1 work • TAs with specialisms • ELSA sessions 	<p>AOS Counselling ELSA Education Psychology School nurse Sycamore advice GP – Paediatrician Helping Hands Speech and Language CAMHS</p> <p><u>Tools</u> Wellcomm – SALT Boxall</p>
COGNITION & LEARNING	<ul style="list-style-type: none"> • Visual timetable • Visual aids • Active listening cues • Appropriate resources • Language rich environment • Learning walls • Holistic learning environment • Talk partners • Lesson format – I, We, You • Classroom seating • Check-in during lessons • Attendance monitoring 	<ul style="list-style-type: none"> • TAs class based for English & Maths • Phonics keep up - HLTA • STAR Assessment focus groups – Reading & Maths • STAR everyday readers • Task boards • Break down tasks/instructions, chunking 	<ul style="list-style-type: none"> • Nurture – Serenity • Orange books 1:1 work • Adaptive teaching • Specialist focused TA support • A scribe • Extra time in tests • Rest/movement breaks • Ear defenders to reduce noise 	<p>Educational Psychology LSS AOS advice ECHO support Speech and Language</p> <p><u>Tools</u> Wellcomm – SALT Boxall ECHO - SALT</p>
SOCIAL, EMOTIONAL & MENTAL HEALTH	<ul style="list-style-type: none"> • Behaviour policy • Behaviour pathway • Ready, respectful, safe motto • High expectations for all • PSHE lessons • Positive notes home • House points • Certificates each week • Celebration assembly • CPD training for staff • De-escalation & praise – whole school approach • ELSA • Attendance support strategy – EBSSA • Attendance monitoring • Visual timetables • Visual cues • TA support – trusted adults • Meet & greet • Break & lunch time check ins • Classroom seating • Check-in during lessons 	<ul style="list-style-type: none"> • TAs based in class for English & Maths • Transition support & transition objects • ADHD training & strategies • Play leaders/champions • ELSA 	<ul style="list-style-type: none"> • Nurture - Serenity • ELSA - EBSSA – barriers to learning • Calm space/calm box • Appropriate independent reward system • Behaviour sock sheet • Lego therapy • Conflict resolution groups • Play therapy • Home/school communication book 	<p>Counselling AOS (if diagnosed) ELSA Educational Psychologist Sycamore advice Counselling School Nurse GP – Paediatrician Reflections</p> <p><u>Tools</u> Boxall ECHO - SALT</p>
SENSORY AND/OR PHYSICAL	<ul style="list-style-type: none"> • Fidget toys, stress ball, wobble cushion, weighted blanket • Resources - pencil grips, writing slope • Flexible teaching arrangements • Physical impairment training • Lift access • ICT adjustments if needed • Alternative recording methods • Multisensory learning approach • Resources • Class visualisers • Seating • Provide with fidget toys, stress ball, wobble cushion, weighted blanket • Classroom seating • Check-in during lessons • Attendance monitoring 	<ul style="list-style-type: none"> • Fine motor skills focus • Specialist resources • Get Moving • Class timer - warnings of change 	<ul style="list-style-type: none"> • Nurture – Serenity • Rest/movement breaks • Relax uniform requirements • Movement around school when corridors are quiet • Sensory circuits • Alternative lunch space • Access to snack box • TAs trained to support transition • Resources & equipment • RAs & PEEPs 	<p>Sycamore GP – Paediatrician School Nurse Occupational Therapy via school nurse Educational Psychologist PIMIS</p> <p><u>Tools</u> Boxall ECHO - SALT</p>

<u>COMMUNICATION & SOCIAL INTERACTION</u> Speech language and communication needs SLCN & Autistic Spectrum Disorder ASD	<u>COGNITION AND LEARNING</u> Specific learning difficulties e.g. dyslexia, dyscalculia, dyspraxia. Moderate learning difficulties. Severe learning difficulties	<u>SOCIAL, EMOTIONAL AND MENTAL HEALTH</u> Mental health issues, depression, eating disorders, anxiety disorders, disorders such as ADHD, ADD, ODD, Attachment Disorder.	<u>SENSORY AND/OR PHYSICAL</u> Visually impaired, multi-sensory impairment, hearing impairment, physical disabilities
<p>Children who find it difficult to interact with the people and the world around them. For example:</p> <ul style="list-style-type: none"> • Talking to other adults and/or children • Talking about a topic • Making friends & keeping friends • Following rules • Dealing with noise, smells or other sensations • Understanding what other people mean • Getting equipment organised • Any change to normal routine • Understanding long sections of speech • Using correct expression in speech and writing • Copying from the board • Being able to follow and respond to instructions 	<p>Children who find learning, thinking and understanding harder than most other pupils. For example:</p> <ul style="list-style-type: none"> • Taking longer to learn important skills • Finding it difficult to remember things • Finding it hard to understand how to use letter sounds to read and spell • Processing difficulties • Retaining information • Working independently • Learning, using and retaining new vocabulary • Processing new information • Holding information in working memory • Accessing the demands of the curriculum • Planning and organising work 	<p>Children who find it difficult to manage their emotions and behaviour in a way that affects their daily life. For example</p> <ul style="list-style-type: none"> • Following rules set by others • Sitting still • Listening to and following instructions • Understanding how they feel • Making friends • Dealing with their difficulties in a way that does not cause harm to themselves or others • Taking responsibility for the things they do • Maintaining focus and attention in class • Attending school regularly • Accepting negative feedback/sanctions • Maintaining positive peer relationships • Showing resilience when it comes to learning tasks • Staying regulated when in the classroom • Turn taking • Shouting out • Remaining seated during a lesson 	<p>Children have a disability that make it difficult for them to manage their everyday life without changes to their environment or support.</p> <ul style="list-style-type: none"> • Hearing what others in the classroom are saying • Moving around without the aid of a walking aid or wheelchair • Using equipment without changes or support • Understanding vocabulary of the lessons • Understanding wider communication from adults • Identifying where sound is coming from • Maintaining focus and attention • Working memory and auditory memory • Maintaining positive peer relationships