



HALE CE
PRIMARY SCHOOL

UNIVERSAL AND SEN PROVISION EYFS-YEAR 6

COGNITION AND LEARNING

Universal Approach	SEN support
High expectations of children and appropriate challenge for all	1:1 and /or small groups support for specific areas of support e.g. First Class @ Number, multi-sensory spelling intervention, reading etc
Clear learning objectives and differentiated outcomes, clear instructions	Read, Write, Inc Spelling Support Groups, Reading Recovery
Clear feedback and next steps in their learning – children involved in the process and given time to respond	Phonics (group and 1:1)
Behaviour for Learning at the heart of lessons/school ethos	School wide use of the 5 R's to promote positive learning attitude
Learning walls to support key learning points	Numicon and concrete maths activities, Maths reasoning groups
Time to talk things through with a Talk Partner before feeding back to class	Mastery for Maths small group support, Socially speaking group
Access to ICT to help reduce barriers to learning	Additional Maths Support (1:1, 1:2 or small group) Maths Jam. Mathletics
Writing frames or alternatives to written recording when writing is not the primary objective	Spelling practice groups
Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals	Multi-sensory approach to tasks across both Key Stages

Multisensory learning approach (visual, auditory and kinaesthetic learning) making use of music, actions, graphics etc	Computer programmes: 1:1 and small group work, Lego Therapy, Ginger Bear Group
Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do, 'Assessment for Learning' principles in place	Working memory groups
Personalised and differentiated teaching, including questioning	
Learning presented in small chunks. Mini plenaries throughout session to ensure pupils making good progress. Intervention given to overcome misconceptions	
Differentiated curriculum planning, activities, delivery and outcome	
Visual timetables	
Use of writing frames	
TA in class support	
Use of symbols	
Structured school and class routines	

COMMUNICATION AND INTERACTION

Universal Approach	SEN support
Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language	In class support
Increased visual aids / modelling etc	Speech and Language support; 1:1 speech therapist and/or TA delivering speech therapist devised support programme, Visiting visual Impairment support staff

Visual timetables	Input from Autism Specialist teachers reports, Chatterbugs and Visual Impairment Support Team
Use of symbols e.g. pecs	Visual organiser
Structured school and class routines	Socially Speaking
	Social Stories
	Every classroom a communication friendly space

SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES

Universal Approach	SEN support
Whole school positive behaviour and Art of Being Brilliant	Social Skills group and individual reward supports
Star of the Day, Gold Book Winners, Positive postcards home, Happy Tick Chart	Individual reward system
PSHCE lessons in every year group	Home – school record (daily)
School wide mindfulness activities	Nurture intervention : Ginger Bear and Socially Speaking and Lego Therapy
	Individual support sessions
	Year 6 transition support
	Reception transition support
	Individual transition support when needed