

2023-2024

Area of Need	Inclusive quality-first teaching - available for all	Additional interventions to enable children with SEN to work at age-related expectations or above	Additional highly personalised interventions
Cognition and Learning	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome • Increased visual aids/modelling • Visual timetables (whole class AND individual) • Access to ICT resources • In class adult support (TA/ teacher) • Focused group work with teacher/ TA e.g. guided reading/writing. • Read, Write, Inc. 	<ul style="list-style-type: none"> • Booster groups – Reading / Writing / Maths • Small group teaching • Regular 1:1 reading with adult • Read Write Inc. phonics programme • Read, Write Inc. Fresh Start • Nessy Learning • Colourful Semantics support 	<ul style="list-style-type: none"> • Personalised curriculum • RWI phonics 1:1 • RWI Fresh Start 1:1 • Precision teaching • Access to educational psychology and specialist teacher services
Communication and Interaction	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome, e.g. simplified language • Visual timetables and/or prompts • Structured school and class routines • Modelling of language by adults and peers • Termly Wellcomm screening 	<ul style="list-style-type: none"> • In class support from TA with focus on supporting speech & language (1:1 as directed in support plans) • Increased visual aids/modelling etc. • Use of symbols (1:1 as directed) • Language group (EAL): organise for need. • Social skills group (nurture) • Colourful Semantics support 	<ul style="list-style-type: none"> • NHS speech and language advice • 1:1 speech and language sessions • Access to Norfolk and Waveney Speech and Language Therapy Services • Access to play therapy services • Drawing and Talking • Wellcomm interventions
Emotional, Social and Mental health	<ul style="list-style-type: none"> • Whole school behaviour policy • Class recognition boards • Class rewards (including 'postcards home') • Pastoral support • Zones of Regulation charts in class 	<ul style="list-style-type: none"> • Access to Family Support Worker • Social skills groups • Lunch clubs • Emotional literacy sessions (ELSA) • Thrive sessions • Personal Zones of Regulation boards 	<ul style="list-style-type: none"> • Emotional literacy sessions (ELSA) 1:1 • Thrive sessions 1:1 • Sessions in the Hive • Access to educational psychology/ specialist teacher services (CEPP) • Point 1 referrals - Ormiston Families • Access to Early Help Assessment Planning (EHAP) through FSW

			<ul style="list-style-type: none"> • Drawing and Talking 1:1 sessions • Working on Worries family intervention
Sensory and Physical	<ul style="list-style-type: none"> • Flexible teaching arrangements. • Accessible classrooms • Use of pencil grips/easi grip pens 	<ul style="list-style-type: none"> • Additional handwriting / motor skills practice • Access to equipment, e.g. sloping boards, ear defenders, wobble cushions, overlays etc. • Daily Sensory Circuits • Movement breaks 	<ul style="list-style-type: none"> • Individual support in class and PE • Access to ICT (Clicker, Nessy, specialist equipment etc.) • Occupational therapist programme (1:1 plans as required) • Letter Join/ Speed Up! programme • Advice from sensory support (1:1 plans as required) • Use of Sensory Tent