



Overview of Available Provision

(What we Offer!)

Cognition and Learning General Learning Difficulties / SpLD		
Universal and universal + All pupils will have...	Targeted and Targeted + Some pupils will have...	Specialist A few children will have...
<ul style="list-style-type: none"> • Broad and balanced curriculum • Quality First Teaching • High levels of challenge and expectation • Engaging activities • Assessment for learning/Verbal feedback • In class TA support • Differentiated questioning, modelling and explaining • Use of visuals • Use of writing frames • Vocabulary mats • Knowledge organisers • Use of concrete materials • Working Walls • Access to ICT including laptops and ipads or record writing • Development of metacognitive skills • Dyslexia/autism friendly classrooms 	<ul style="list-style-type: none"> • Read Write Inc • Read Write Inc interventions • Phonics intervention • SpLD phonics programme • Literacy Fluency program • Daily Readers • Inference Sparks • Individual/Group Spelling intervention (SpLD) • Visual prompts and resources • Organisational reminders • Non-negotiable reminders • Now/next board • Task planners • Additional processing time (accounted for in assessments) • Targeted adult support • 1;1 tuition • Clicker • Timetables rockstars 	<ul style="list-style-type: none"> • Individual strategies outlined in APDR documents and EHCPs • Differentiated curriculum • Individual interventions • Specific resources • Tinted paper / coloured overlays • Scribe • Scanning/reading pen • Regular access to ICT • Touch typing practice • Individualised phonics/spelling mats • Pre-teaching • Individual assessment arrangements • Additional support for transition e.g extra visits • Support from outside agencies including: Herts SpLD outreach support, The Collett outreach support, Ed Pysch

Communication and Interaction
SLCN and ASD (social use of language)

<p style="text-align: center;">Universal and universal + All pupils will have...</p>	<p style="text-align: center;">Targeted and Targeted + Some pupils will have..</p>	<p style="text-align: center;">Specialist A few children will have...</p>
<ul style="list-style-type: none"> • Quality First Teaching • Talking partners / group work • Modelling • Clear class expectations (how to communicate) • Learning through talk and discussion • Use of simplified or alternative language or shortened instructions • Structured routines • Visual Timetables • Teachers communicate appropriately to all pupils (differentiate as necessary) • Differentiated questioning, modelling and explaining • Visual supports • Feedback relevant to pupils • Preteaching 	<ul style="list-style-type: none"> • Social / nurture group • Speaking and Listening intervention • Playground support/monitoring • Buddy system • Organisational reminders • Pre teaching - vocabulary/concepts • In class TA support • NELI- Nuffield Early Language Intervention • Visual prompts • Communication cue cards 	<ul style="list-style-type: none"> • Now and Next board • Social stories • PECs • Makaton • Time out card • Choice to work independently or with partner / in a group • Mind mapping • Social stories • Comic strip conversations • Lego Building therapy • Autism in Schools workshops • Attention Autism interventions • Support from outside agencies including, SALT, CAT advisory teacher and Collett outreach • Programme of support planned by outside agency (provided by school staff)

Social, Emotional and Mental Health

Anxiety, depression, attachment disorder and ADHD / ADD

<p align="center">Universal and universal + All pupils will have...</p>	<p align="center">Targeted and Targeted + Some pupils will have..</p>	<p align="center">Specialist A few children will have...</p>
<ul style="list-style-type: none"> • Quality first teaching • Consistent approach by adults • PSHE Curriculum—Jigsaw • Staff trained in safeguarding • Zones of Regulation • Growth Mindset reward system. • Pre registration soft start to the day (08:35 - 08:50 arrival) • Brain breaks • Monitoring of incidents (CPOMMS) • Daily Mile • School Dog • Worry Box/feelings box • Anti-bullying Week 	<ul style="list-style-type: none"> • Social/Nurture Group • Alternative soft start activities • Playground monitoring • Buddy system • Home/school communication system • Organisational reminders • Allocated seating • Additional movement/sensory breaks • Doodle books • Sensory/fiddle toys • Sensory area • Lego therapy • Watford FC Empower and Positive minds interventions • Brain Buddies intervention • Worry time sessions with EMHP • Nurture dog walks 	<ul style="list-style-type: none"> • Sensory resources/Access to quieter areas in class • Key adult • 1:1 Zones of Regulation work • Social stories • Comic strip conversations • Individual timetable • Individual reward charts • Risk assessment • Reduced timetable • Drawing and Talking therapy • ELSA Support • Protective Behaviours • Mentoring • External support including: Education and Mental Health Practitioner (EMHP), School nursing service, LINKs, NESSie, CAMHs

Sensory and Physical Needs

Visual impairments, hearing impairments, physical disabilities and sensory disorders

Universal and universal +
All pupils will have...

- Quality first teaching
- High levels of challenge and expectation
- Visuals
- Regular handwriting practice
- Regular fine motor activities (KSI)
- Specialist resources such as pencil grips and scissors tailored to needs
- Improved accessibility of building
- Brain breaks
- Opportunities for outdoor learning
- Broad PE Curriculum

Targeted and Targeted +
Some pupils will have..

- Fine motor skills intervention
- Touch typing practice
- Additional gross motor skills activities
- Support during PE
- Wobble cushion
- Weighted blanket
- Sound field system
- Pencil grip, triangular pencil, pencil with grooves
- Fiddle toys
- Additional movement/sensory breaks
- In class support for access and safety
- Sensory breaks
- Calm area

Specialist
A few children will have...

- Specialist equipment
- Ear defenders
- Weighted blanket
- Resistance band
- Writing slope
- Sensory resources
- Individual OT program
- Personalised sensory diet
- 1:1 support for PE
- Standing Desk
- Risk assessment
- Support from outside agencies including Occupational Therapy, Visual Impairment Team, Hearing Impairment Team and Physical Neurological Impairment team.
- Programme of support planned by outside agency (delivered by school staff)