



How we support the children at St Michael's

AREA OF NEED	ALL PUPILS WILL HAVE	SOME PUPILS WILL HAVE	A FEW PUPILS WILL HAVE
Cognition and learning	-Access to good quality teaching -Differentiated curriculum planning -Children's contributions are valued and are encouraged to have their own views -Access to computing and good quality resources -Targets -Whole class reward system -Access to indoor and outdoor learning -Small group and whole school learning -Access to additional support (eg (teaching assistants) /ICT) -Displays to engage different learning styles -Homework support (Purple Mash and Serial Mash) -Broad balanced curriculum and themed weeks or days -Opportunity for extra-curricular activities -Visual timetables -Marking (including positive verbal feedback /next steps) -ZIP phonics -Purple Mash and Serial Mash -Class Provision Maps -Learning objectives -Success criteria -Child review and evaluations	-Visuals -Phonics and reading intervention -Writing intervention -Maths's intervention -Memory skills -Additional visual aids -Task planner -Rapid Maths -Rapid Reading -Clicker -Reading fluency intervention (YARC Assessment) -Zip Phonics -Pre-teaching / post teaching -Class mind maps -Karate Cats - literacy intervention -Hit The Button - maths intervention	-1:1 support (academic and SEMH) -External Advice -Specialised resources -SPLD Base support -Personalised visual timetable -EHCP (Education and Health Care Plan) -Setting of Goal Based Outcomes -Fischer Family Trust -Dynamo Maths -Now/ Next board -Individual assessment arrangements -Workstation -NELI (Nuffield Early Language Intervention) -Assess, plan do review (individual cycle) -Personalised Provision Plans



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Communication and Interaction	-Talking partners -Repetition, simplified Language, -Modelling -Circle time /PSHE -Use of ICT -Countdowns -Access to role play and small word activities -Structured routine and TA support -Marking relevant to them -Class web page -Whole class marble reward system -Visual aids -Transition support -Whole school and class rules -Zones of Regulation -Good relationships and communication with parents -STEPS -Nurture Club -Lunchtime clubs -Class provision maps -Welcomm assessment (reception)	-Signing -Speaking and listening intervention -Wellcomm Intervention -Daily talking time -Task planner -Nurture room -Turn taking /social skills -Pre-teaching -Additional responsibilities (School and eco council, mentoring) -YARC -NELI (reception and KS1)	-1:1 support -SPLD (Specific Learning Difficulties) Base support -PECS (Picture Communication Exchange system) -Individual assessment arrangements -Specific adapted resources -Speech and language programme -External Advice from other professionals, (Educational Psychologists, Autism team School Nursing) -Now/ Next Board -Social stories -Individual count downs -EHCP -Individual support plans
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Social emotional and mental health difficulties	-School and class rules -Correct choices -Transition planning -Extra-curricular activities -Marble Jar -Rewards and stickers -Zones of regulation -Daily mindfulness -Consistent approach from adults -Circle time -PHSE Curriculum -Home/school agreement -Monitoring of incidents -Newsletters -Assemblies/ Good work -School values and My Personal Best -Collective worship -Wider community member visits -Teaching assistants -Differentiated teaching and learning styles -Working boards or similar -Positive learning behaviours promoted -Time out if needed -Nurture -Classroom worry boxes -Playground worry box -STEPS -Zones of Regulation -Dedicated mental health lead	-Regular communication to parents -Playground monitoring -Use of a buddy -Turn taking/social skills -Support for transition -PSHE -Nurture -Worry monsters -Comfort toys -Fiddle toys -Allocated seating /spots -Protective behaviours -Lego therapy -Lunchtime Nurture / small group supervision -Reflect and repair form -How am I learning card	-1:1 support -Social stories -External advice -Individual playground supervision -Individual reward charts -Individual mentoring sessions -Own visual timetable -Anxiety maps/ Roots and fruits -Individual support plans -Designated calm space -Specialised SEMH support -Drawing and Talking therapy -Risk management or behaviour plan -Reduced timetable -Soft start -Nessie -Nurture at lunchtime -Support from the DSPL behaviour hub -Pastoral support plan -Time Out cards -Boxall Profile assessment
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Sensory and Physical	-Broad PE curriculum -Outdoor access -Cooking opportunities -Design and technology -Teachers aware of sensory and physical impairment strategies -Pencils and scissors tailored to need -Access to Kinaesthetic, visual and auditory learning -Medical support and advice -Wide range of curriculum resources to stimulate senses -Healthy eating and drinking promoted -Handwriting practice -Daily fine motor activities -Good hygiene taught and encouraged -Sports Apprentice -Class provision map -Zones of Regulation	-Handwriting programme -Fizzy - Occupational Therapy Programme -Pencil grips -Fiddle toys -Wobble cushions -Ear defenders -Dark tent -Sports events with other schools -Lego Therapy -Sensory circuits -Nurture club	-1:1 support -Specialist equipment -Writing slopes -Specialist resources -Ear defenders -External agency advice -Personalised provision plan -Social stories -Individual risk assessment plans -Laptop or computer -Support for everyday tasks -TAP to raise confidence and participation in sporting activities
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