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| **Area of Need** | **All pupils, where appropriate**  **(Wave 1)** | **Catch Up**  **(Wave 2)** | **IEP** | **School Support**  **EHC** |
| **Cognition and Learning** | Differentiated curriculum planning, activities, delivery and outcome  Increased visual aids/ modelling etc  Visual timetables  Use of writing frames  Illustrated dictionaries  Access to a word processor  In class support from TA/ teacher  Focused group work with teacher/ TA eg guided reading/ writing  Individual reading with a TA  Letters and sounds | Booster Maths groups  Booster English groups  In class support from TA  Individual reading with TA  High frequency word games  Spelling practice | Intense focused English support groups weekly  Additional phonics training  Additional individual reading  1:1 TA | Access to IDSS resources and advisory teachers  1:1 TA  Agencies |
| **Communication and Interaction** | Differentiated curriculum planning, activities, delivery and outcome eg simplified language  Increased visual aids/ modelling etc  Visual timetables.  Use of symbols.  Structured school and class routines. | In class support from TA with some focus on supporting speech and language | Speech and language support “why? Because?”  Exercises with TA as per plan | Support from speech and language  Access to support from IDSS for social, interaction and communication difficulties  Speech and language programme  Speech and language support eg speech therapist and / or TA  Input from Autism Outreach Team  Makaton  Visual organiser |
| **Emotional, Behavioural and Social** | Whole class behaviour policy  Whole school/ class rules  Class reward and sanction systems  Circle time  Healthy schools agenda  SEAL curriculum activities and resources  Access to school mentor | Social groups  School Mentor  Group reward system  Support for unstructured activities | Social Groups  School Mentor  Individual reward system  Restorative Justice  Motivational interviewing 1:1 with SMT  Activities to support social understanding  Social stories | Anger Management training  Social skills training  Access to support from IDSS for behavioural difficulties  Support from EP  Outside agencies eg Jigsaw/ play therapy |
| **Sensory and Physical** | Flexible teaching arrangements  Staff aware of impairment  Medical support  Brain gym exercises  Uses of pencil grips  Modified worksheets | Additional keyboard skills  Additional handwriting practice  Access to equipment eg sloping boards, pencil grips and overlays | Motor skills programme for small group or individuals | Individual support in class and PE  Physiotherapy programme  Access to ICT  Occupational therapist programme  Speech therapist programme |