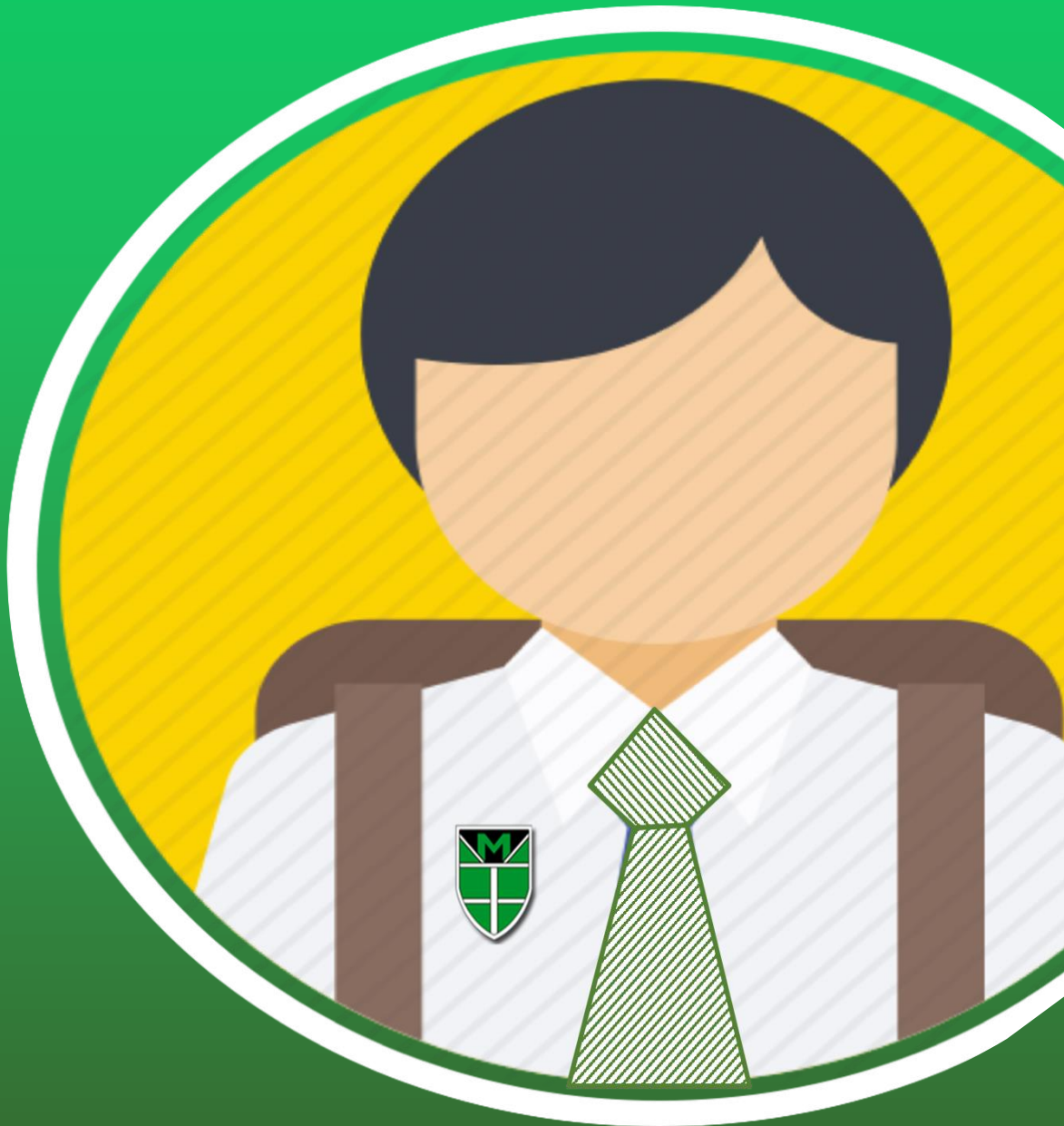

No Limits

Disputing notions of fixed ability- Strategy underpinning our approach



THE WAY WE DO THINGS AT MALVERN

KEY GUIDANCE AND INFORMATION FOR ALL STAFF

AMBITION



#TogetherStronger

At Malvern Primary School, we reject the notion of fixed ability and believe that every pupil has the potential to excel when supported by expert teaching and high expectations. Our mission is to create a learning environment where the curriculum is ambitious, inclusive and accessible to all pupils, particularly those identified as having Special Educational Needs and Disabilities (SEND).

We embrace adaptive teaching as a cornerstone of our practice, recognising it as an approach that addresses the diverse needs of all learners through responsive, high-quality instruction. This means anticipating barriers, providing timely scaffolds and making in-the-moment adjustments to ensure all pupils can access and engage with challenging content without compromising on expectations.

Our principles include:

- 1. Inclusive and Accessible Curriculum:** Teachers plan and adapt the curriculum thoughtfully to ensure it inspires and engages all pupils while remaining accessible to the widest range of learners.
- 2. High-Quality Teaching with Scaffolding:** Through tools like visual aids, verbal prompts and structured templates, teachers provide temporary support that empowers pupils to achieve tasks independently over time. This scaffolded approach builds both competence and confidence.
- 3. Dynamic and Responsive Instruction:** Using regular formative assessments, teachers identify and address gaps in understanding, tailoring their methods and resources to meet each pupil's needs in real time.
- 4. Fostering Independence and High Expectations:** By gradually reducing scaffolds as pupils grow more capable, we ensure every learner develops the resilience and self-reliance necessary for success.
- 5. Targeted Interventions and Collaboration:** When pupils need additional support, evidence-based interventions are implemented alongside classroom learning. These are guided by a collaborative approach involving pupils, families and specialists.
- 6. Wellbeing and Positive Relationships:** Recognising the importance of emotional and social development, we create a culture of inclusion, respect and encouragement where every pupil feels valued and supported.

By combining these principles with an unwavering commitment to reflective practice and professional development, we ensure every pupil, regardless of need, can thrive academically, socially and personally. Together, we uphold the belief that no ceiling should ever be placed on a child's potential.

#Where  **GREATNESS**  grows

Best Current Thinking



Our thinking is informed by our own self-evaluation and the research of the Education Endowment foundation.

1

Create a positive and supportive environment for all pupils, without exception



- An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:
- promote positive relationships, active engagement, and wellbeing for all pupils;
- ensure all pupils can access the best possible teaching; and
- adopt a positive and proactive approach to behaviour, as described in the EEF's [Improving Behaviour in Schools](#) guidance report.

2

Build an ongoing, holistic understanding of your pupils and their needs



- Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.
- Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.
- Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.

3

Ensure all pupils have access to high quality teaching



- To a great extent, good teaching for pupils with SEND is good teaching for all.
- Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.
- The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.
 - flexible grouping;
 - cognitive and metacognitive strategies;
 - explicit instruction;
 - using technology to support pupils with SEND; and
 - scaffolding.

4

Complement high quality teaching with carefully selected small-group and one-to-one interventions



- Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.
- High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.
- The intensity of intervention (from universal to targeted to specialist) should increase with need.
- Interventions should be carefully targeted through identification and assessment of need.
- Interventions should be applied using the principles of effective implementation described in the EEF's guidance report [Putting Evidence to Work: A School's Guide to Implementation](#).

5

Work effectively with teaching assistants



- Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.
- TAs should supplement, not replace, teaching from the classroom teacher.
- The EEF's guidance report [Making Best Use of Teaching Assistants](#) provides detailed recommendations.

The Education Endowment Foundation's (EEF) guidance report *Special Educational Needs in Mainstream Schools* offers evidence-based recommendations to support the inclusion and success of pupils with Special Educational Needs and Disabilities (SEND) in mainstream schools. The report emphasises that high-quality teaching is the foundation of effective SEND support and outlines strategies to enable teachers to meet the needs of all pupils.

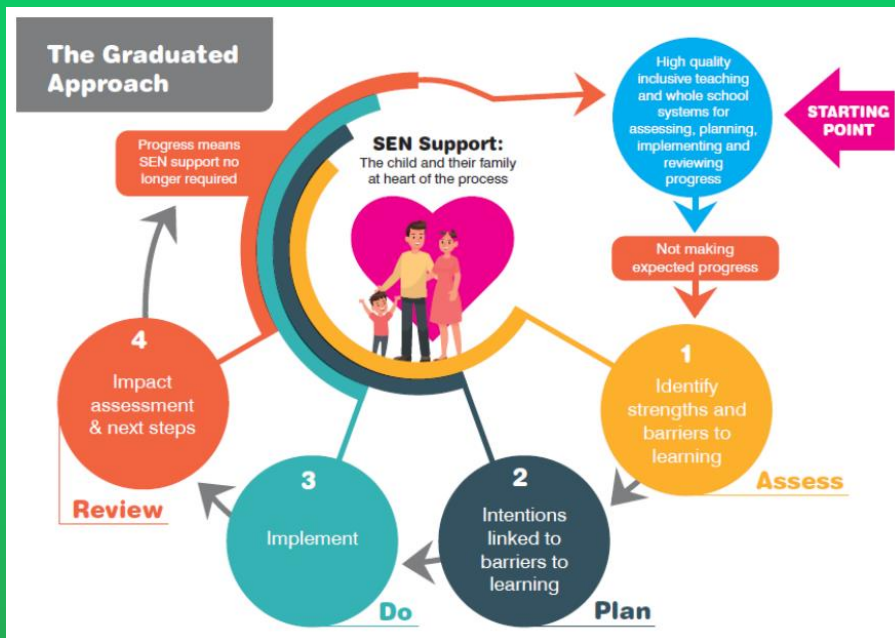
Key Recommendations:

- 1. Prioritise High-Quality Teaching:** Effective classroom strategies, such as scaffolding, explicit teaching, and flexible grouping, benefit all pupils, including those with SEND.
- 2. Use the 'Assess, Plan, Do, Review' Cycle:** A systematic approach to identifying, planning, and monitoring support ensures personalised and effective interventions.
- 3. Targeted Support Through Evidence-Based Interventions:** These should complement classroom teaching rather than replace it, with regular evaluations to ensure their effectiveness.
- 4. Foster an Inclusive School Environment:** Building strong relationships, promoting wellbeing and fostering high expectations contribute to a positive and supportive learning atmosphere.
- 5. Effective Deployment of Teaching Assistants:** Teaching assistants should work in tandem with classroom teachers, focusing on supporting independence rather than creating dependency.

The report advocates for adaptive teaching, where teachers anticipate and respond to pupil needs both at the planning stage and in real time, ensuring the curriculum remains accessible and ambitious. It also underscores the importance of collaboration with families, specialists, and colleagues to address the diverse needs of pupils with SEND.

#Where **GREATNESS** grows

ASSESS, PLAN, DO, REVIEW



What is Assess, Plan, Do, Review?

Through this cycle, earlier decisions and actions are revisited, refined and revised with a growing understanding of the child or young person's needs and what supports the child or young person in making good progress and securing good outcomes. An effective Graduated Approach draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to an individual child or young person's needs.

Assess – a clear and detailed assessment of the child or young person's needs should be carried out by those teaching and supporting the child or young person – this is usually the class teacher(s) in conjunction with the SENCO or additional learning support team. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child or young person's progress, more specialist assessment may be called for from specialist teachers or from health, social care or other agencies beyond the setting. In some cases, outside professionals from health or social care may already be involved with the child. These professionals should liaise with the educational setting to help inform the assessments. It is essential that parents and carers are informed at this stage within the Graduated Approach and their permission regarding external agency involvement gained before procedure further. Where relevant professionals are not already working with the educational setting, staff from the educational setting should make referrals to them (if parental/carer consent is agreed.)

Plan – Professionals work collaboratively with the child and their parents to agree the outcomes, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of their effectiveness. Any related staff development needs should also be identified and addressed.

Do - The class teacher remains responsible for working with the child or young person on a daily basis (even where interventions involve group or one-to-one teaching). The SENCO/additional learning support team should support the teacher in the further assessment of the child or young person's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review - The effectiveness of the support and interventions, and their impact on the child or young person's progress, should be reviewed regularly and in line with any agreed dates. The child or young person's views should be established and taken into account during the evaluation of the quality and impact of the support provided. Professionals within the setting should revise the support in light of the child or young person's progress and development, and decide on any changes to the support and outcomes in consultation with the child or young person and their parent(s). Educational settings should revisit this cycle of action, and refine and revise their decisions about support as they gain a richer understanding of the child or young person and what is most effective in helping them secure good outcomes. Support for all children and young people with SEND should be kept under review, regardless of whether or not the child or young person has an EHC Plan. For further SENDCO support and training on how to implement the graduated approach please refer to Lancashire Specialist Teacher Traded Team

UNIVERSAL OFFER



#TogetherStronger

What do we consider appropriate considerations for all pupils?

| Cognition & Learning | Communication & Interaction | Social, Emotional & mental Health | Sensory & Physical |
|---|--|--|---|
| <p>Adaptations made to curriculum at planning stage</p> <p>Pre-teaching of subject vocab</p> <p>Ask back</p> <p>Agreed pedagogy protocols- e.g. ABCs</p> <p>Links to prior learning explicit</p> <p>Retrieval practice integrated into lessons</p> <p>Key learning points reviewed throughout lesson</p> <p>Conceptual variation in Maths</p> <p>Alternative ways of demonstrating understanding</p> <p>Word mats designed for specific subjects/lessons</p> <p>Use of ICT/apps to reinforce what has been taught</p> | <p>Structured class routines</p> <p>Using songs for routines</p> <p>Visual timetables</p> <p>Use of key words/vocabulary emphasised when speaking</p> <p>Checklists and task lists</p> <p>Thinking time before responding</p> <p>Talking partners</p> <p>Classroom seating plan considered so children can see teacher and visual prompts</p> <p>Access to a quiet workstation</p> <p>Quiet Corner</p> <p>Key vocab displayed and listened for in pupil talk</p> <p>Silent Signals used consistently across school</p> | <p>Friendly greeting every day</p> <p>Celebrate and affirm</p> <p>Give responsibility to nurture integrity</p> <p>Clear codes of conduct</p> <p>Quiet Corner</p> <p>Visual timers</p> <p>Whole school reward systems</p> <p>PHSE</p> | <p>Visual</p> <p>Consider lighting – natural and artificial</p> <p>Eliminate inessential copying from the board</p> <p>Avoid standing in front of windows – your face becomes difficult to see</p> <p>Use iPad/Chromebook for reading if text is too small in physical book</p> <p>Consider seating – sat at the front closer to board/resources</p> <p>Hearing</p> <p>Careful seating – who needs to be closest to the teacher?</p> <p>Keep background noise to a minimum</p> <p>Appropriate speech rate</p> <p>Allow thinking time</p> <p>Check that oral instructions have been understood</p> <p>Face pupils when speaking & keep hands away from mouth</p> <p>Co-ordination</p> <p>Sufficient space at tables</p> <p>LH & RH pupils not next to each other</p> <p>Desks at elbow height</p> <p>Seated with minimal distractions.</p> <p>Lined paper with sufficient wide spaces between lines to accommodate pupil's handwriting.</p> |

#Where  **GREATNESS**  grows

ENGLISH



| Cognition & Learning | | |
|--|--|--|
| Barrier | Universal Offer | Targeted Scaffold |
| Understanding of Vocabulary | Tricky Word Scan Working Wall Quizzing | Pre-Teach core vocabulary |
| Working Memory- Including retaining instructions | Visual Timetable Chunking of content Feedback at point of misconception Ask back | Now / Next board Use of tech to 'hold a sentence' and record rehearsal of writing |
| Articulation | Think / Pair / Share ABC Sentence Stems | Use of iPads to record responses |
| Transcription | Focus on securing foundational skills (See Progression Map) Removal of unnecessary writing at planning stage- How can we check the knowledge efficiently? Spelling policy underpinned by 'Dyslexia Friendly' approaches Chunked work in timely intervals Use of Technology (Nearpod / Socrative/ Mentimeter / Bluckt | Bespoke letter formation via next steps / targeted intervention Bespoke spelling support via next steps / targeted intervention Use of technology to record responses (word processed or QR code) Dictation (HFW / CEW) |
| Reading fluency | Choral Reading Echo Reading My turn / your turn Tricky word scan Reading Plus RWI | Insightful pairing to facilitate echo reading during shared reads. |

| Communication and Interaction | | |
|-------------------------------|--|--|
| Barrier | Universal Offer | Targeted Scaffold |
| Processing Instructions | Avoid overuse of figurative language Explicitly explain new vocabulary Ask Back Consider length of adult instruction / talk Think / Pair / Share | Teacher check-in to ensure clarity |
| Working Memory | Visual Timetable Chunking of content Feedback at point of misconception Ask back Consistency of scaffolds throughout school | Now / Next board Use of tech to 'hold a sentence' and record rehearsal of writing |
| Low self-esteem | Affirmation Insightful feedforward Celebration of work | Elsa |

ENGLISH



| Physical & Sensory | | |
|-----------------------------|--|---|
| Barrier | Universal Offer | Targeted Scaffold |
| Overstimulating Environment | Communication Friendly environments Consistent and reliable scaffolds throughout school | Quiet Corner Ear Defenders Consider ventilation and classroom positioning Ask for specialist advice on equipment for children with specific SEND adaptations |
| Fatigue and Concentration | Prompting Chunking Sensible decisions about writing requirements at planning stage | Rest Breaks Use of technology for recording (Including word processing or QR codes) Sensory Circuits Sensory toys including chew toys Use of scribe |
| Core Strength & Fine Motor | Squiggle while you Wiggle (EYFS) Karate (EYFS) Focus of secure transcription in EYFS / KS1 | Doh Disco Bespoke next steps Use of standing desk / wobble boards |

| Social, Emotional & Mental Health | | |
|---------------------------------------|--|---|
| Barrier | Universal Offer | Targeted Scaffold |
| Lack of clarity around expectations | Learning Expeditions Clear Instruction Ask Back Mixed ability pairings Visual Timetables | Now / Next Wigit personalised timetable |
| Lack of structure in open ended tasks | Clear expectations- 10 sentences / one paragraph Success Criteria WAGOLS Writing Scaffolds | Explicit instruction on an individual level Individualised writing scaffolds |
| Unpredictable routine | Visual Timetable Consistent lesson structures | Now / Next Board Personal Tameable Timers |
| Self- Regulation | Thinking time Collaborative problem solving Modelled thinking Quiet Corner | Nurture support Elsa |

MATHS



| Cognition & Learning | | |
|--|--|--|
| Barrier | Universal Offer | Targeted Scaffold |
| Number Fluency | Mastering Number TTRS Numbots Weekly Arithmetic Power Maths Curriculum Retrieval Practice | Bespoke next steps to build fluency First Class at Number Success at Arithmetic |
| Working Memory- Including retaining instructions | Visual Timetable Chunking of content Feedback at point of misconception Ask back | Now / Next board Use of tech to 'hold a sentence' and record rehearsal of writing |
| Articulation | Think / Pair / Share ABC Sentence Stems Vocabulary Scaffolds | Use of iPads to record responses |
| Transcription | Power Maths Textbooks scaffold layout | Bespoke number formation via next steps / targeted intervention Use of technology to record responses (word processed or QR code) |
| Accessing and understanding multi- step problems | Worked Examples Explicit teacher-led instruction Use of concrete / pictorial / abstract methodology | Enhanced fluency offer Pre-teach new content |

| Communication and Interaction | | |
|-------------------------------|---|---|
| Barrier | Universal Offer | Targeted Scaffold |
| Processing Instructions | Explicitly explain new vocabulary Ask Back Consider length of adult instruction / talk Think / Pair / Share Chunking of Power Maths Lesson | Teacher check-in to ensure clarity |
| Working Memory | Visual Timetable Chunking of content Feedback at point of misconception Ask back Consistency of scaffolds throughout school | Now / Next board Use of tech to 'hold a sentence' and record rehearsal of writing |
| Low self-esteem | Affirmation Insightful feedforward Celebration of work | Elsa Additional Fluency opportunities |

MATHS



| Physical & Sensory | | |
|-----------------------------|---|---|
| Barrier | Universal Offer | Targeted Scaffold |
| Overstimulating Environment | Communication Friendly environment Consistent and reliable scaffolds throughout school | Quiet Corner Ear Defenders Consider ventilation and classroom positioning Ask for specialist advice on equipment for children with specific SEND adaptations |
| Fatigue and Concentration | Prompting Chunking Sensible decisions about writing requirements at planning stage | Rest Breaks Use of technology for recording (Including word processing or QR codes) Sensory Circuits Sensory toys including chew toys Use of scribe |
| Core Strength & Fine Motor | Squiggle while you Wiggle (EYFS) Karate (EYFS) Focus of secure number formation in EYFS / KS1 | Doh Disco Bespoke next steps Use of standing desk / wobble boards |

| Social, Emotional & Mental Health | | |
|-------------------------------------|--|---|
| Barrier | Universal Offer | Targeted Scaffold |
| Lack of clarity around expectations | Learning Expeditions Clear Instruction Ask Back Mixed ability pairings Visual Timetables | Now / Next Wigit personalised timetable |
| Fear of failure | Modelled 'getting stuck' Sentence stems 'I notice / I wonder why?' | Carefully considered partnering |
| Unpredictable routine | Visual Timetable Consistent lesson structures | Now / Next Board Personal Tameable Timers |
| Self- Regulation | Thinking time Collaborative problem solving Modelled thinking Quiet Corner | Nurture support Elsa |

SCIENCE



| Cognition & Learning | | |
|--|---|--|
| Barrier | Universal Offer | Targeted Scaffold |
| Working Memory- Including retaining instructions | Visual Timetable Chunking of content Feedback at point of misconception Ask back Mnemonics Visual frameworks to scaffold structure | Now / Next board Use of tech to record responses Invite children to list the key points from the lesson under specific headings – e.g. in an investigation: what they were trying to find out, how they went about it, how they controlled the variables, what happened, suggested reasons for what happened and what they will do next? |
| Articulation | Think / Pair / Share ABC Sentence Stems Vocabulary Scaffolds | Use of iPads to record responses |
| Transcription | Removal of unnecessary writing at planning stage- How can we check the knowledge efficiently? Chunked work in timely intervals Use of Technology (Nearpod / Socrative/ Mentimeter / Bluckt) | Use of technology to record responses (word processed or QR code) Dictation (HFW / CEW) Scribe |

| Communication and Interaction | | |
|-------------------------------|--|--|
| Barrier | Universal Offer | Targeted Scaffold |
| Processing Instructions | Explicitly explain new vocabulary- quiz often Knowledge Organisers Ask Back Consider length of adult instruction / talk Think / Pair / Share Chunking of Power Maths Lesson | Teacher check-in to ensure clarity |
| Working Memory | Visual Timetable Chunking of content Feedback at point of misconception Ask back Consistency of scaffolds throughout school | Now / Next board Use of tech to 'hold a sentence' and record rehearsal of writing |
| Low self-esteem | Affirmation Insightful feedforward Celebration of work | Elsa Additional Fluency opportunities |

SCIENCE



| Physical & Sensory | | |
|-----------------------------|---|---|
| Barrier | Universal Offer | Targeted Scaffold |
| Overstimulating Environment | Communication Friendly environment Consistent and reliable scaffolds throughout school | Quiet Corner Ear Defenders Consider ventilation and classroom positioning Ask for specialist advice on equipment for children with specific SEND adaptations |
| Fatigue and Concentration | Prompting Chunking Sensible decisions about writing requirements at planning stage | Rest Breaks Use of technology for recording (Including word processing or QR codes) Sensory Circuits Sensory toys including chew toys Use of scribe |
| Core Strength & Fine Motor | Squiggle while you Wiggle (EYFS) Karate (EYFS) Focus of secure number formation in EYFS / KS1 | Doh Disco Bespoke next steps Use of standing desk / wobble boards |
| Hearing & Sight Impairment | Colour water so that it is easier to see | Ensure safety instructions are understood on an individual level Consider seating position in line with healthcare plan Specialist Equipment |
| Sensory Considerations | Use of sensory aids- gloves / goggles etc Consider implications of odours | Pre-teach showing/experiencing anything that may have sensory implications -e.g. videos of heart, handling different materials |

| Social, Emotional & Mental Health | | |
|-------------------------------------|---|--|
| Barrier | Universal Offer | Targeted Scaffold |
| Lack of clarity around expectations | Learning Expeditions Clear Instruction Ask Back Mixed ability groupings Visual Timetables | Now / Next Wigit personalised timetable |
| Fear of failure | Modelled ' getting stuck' Sentence stems ' I notice / I wonder why?' | Carefully considered partnering / grouping |
| Unpredictable routine | Visual Timetable Consistent lesson structures | Now / Next Board Personal Tameable Timers |
| Self- Regulation | Thinking time Collaborative problem solving Modelled thinking Quiet Corner | Nurture support Elsa Consideration given to distribution of lesson materials |

GEOGRAPHY



| Cognition & Learning | | |
|--|---|--|
| Barrier | Universal Offer | Targeted Scaffold |
| Understanding of Vocabulary | Tricky Word Scan Working Wall Quizzing / interleaved practice Knowledge Organiser | Pre-Teach core vocabulary |
| Working Memory- Including retaining instructions | Visual Timetable Chunking of content Feedback at point of misconception Ask back | Now / Next board Use of tech to 'hold a sentence' and record responses |
| Articulation | Think / Pair / Share ABC Sentence Stems | Use of iPads to record responses |
| Transcription | Removal of unnecessary writing at planning stage- How can we check the knowledge efficiently? Chunked work in timely intervals Use of Technology (Nearpod / Socrative/ Mentimeter / Bluckit) | Use of technology to record responses (word processed or QR code) Dictation (HFW / CEW) |
| Reading fluency | Choral Reading Echo Reading My turn / your turn Tricky word scan Highlighting of key points to cue children in. Whole class reading of source materials to support understanding. Scaffolds to structure written accounts | Insightful pairing to facilitate echo reading during shared reads. Audio texts Use of word processor, speech to text software. |

| Communication and Interaction | | |
|-------------------------------|---|--|
| Barrier | Universal Offer | Targeted Scaffold |
| Processing Instructions | Avoid overuse of figurative language Explicitly explain new vocabulary Ask Back Consider length of adult instruction / talk Think / Pair / Share ABC protocol & Scales to indicate levels of understanding | Teacher check-in to ensure clarity |
| Working Memory | Visual Timetable Chunking of content Feedback at point of misconception Ask back Consistency of scaffolds throughout school | Now / Next board Use of tech to 'hold a sentence' and record rehearsal of writing |
| Low self-esteem | Affirmation Insightful feedforward Celebration of work | Elsa |

GEOGRAPHY



| Physical & Sensory | | |
|--|--|---|
| Barrier | Universal Offer | Targeted Scaffold |
| Overstimulating Environment- Fieldwork | Communication Friendly environments Consistent and reliable scaffolds throughout school Risk assessment of Fieldwork opportunities | Quiet Corner Ear Defenders Consider ventilation and classroom positioning Ask for specialist advice on equipment for children with specific SEND adaptations Individualised risk assessment |
| Fatigue and Concentration | Prompting Chunking Sensible decisions about writing requirements at planning stage | Rest Breaks Use of technology for recording (Including word processing or QR codes) Sensory Circuits Sensory toys including chew toys Use of scribe |
| Core Strength & Fine Motor | Squiggle while you Wiggle (EYFS) Karate (EYFS) Focus of secure transcription in EYFS / KS1 | Doh Disco Bespoke next steps Use of standing desk / wobble boards Tech support- focus on foundational skills |

| Social, Emotional & Mental Health | | |
|---------------------------------------|--|---|
| Barrier | Universal Offer | Targeted Scaffold |
| Lack of clarity around expectations | Learning Expeditions Clear Instruction Ask Back Mixed ability pairings Visual Timetables | Now / Next Wigit personalised timetable |
| Lack of structure in open ended tasks | Clear expectations- 10 sentences / one paragraph Success Criteria WAGOLS | Explicit instruction on an individual level Individualised writing scaffolds |
| Unpredictable routine | Visual Timetable | Now / Next Board Personal Tameable Timers |
| Self- Regulation | Thinking time Collaborative problem solving Modelled thinking Quiet Corner | Nurture support Elsa |

HISTORY



| Cognition & Learning | | |
|--|---|---|
| Barrier | Universal Offer | Targeted Scaffold |
| Understanding of Vocabulary | Tricky Word Scan Working Wall Quizzing / interleaved practice Knowledge Organiser | Pre-Teach core vocabulary on 1:1 basis |
| Working Memory- Including retaining instructions | Visual Timetable Chunking of content Feedback at point of misconception Ask back | Now / Next board Use of tech to 'hold a sentence' and record responses Talking Tins |
| Articulation | Think / Pair / Share ABC Sentence Stems | Use of iPads to record responses |
| Concept of time | Sequentially progressive teaching of chronology Vocabulary taught explicitly | Pre-teaching Explicit instruction |
| Transcription | Removal of unnecessary writing at planning stage- How can we check the learning efficiently? Chunked work in timely intervals Use of Technology (Nearpod / Socrative/ Mentimeter / Bluckit) | Use of technology to record responses (word processed or QR code) Dictation (HFW / CEW) |
| Reading fluency | Choral Reading Echo Reading My turn / your turn Tricky word scan Highlighting of key points to cue children in. Whole class reading of source materials to support understanding. Scaffolds to structure written accounts | Insightful pairing to facilitate echo reading during shared reads. Audio texts Use of word processor, speech to text software. Enlarged texts / buff paper |

| Communication and Interaction | | |
|-------------------------------|--|--|
| Barrier | Universal Offer | Targeted Scaffold |
| Processing Instructions | Explicitly explain new vocabulary Ask Back Consider length of adult instruction Think / Pair / Share ABC protocol & Scales to indicate levels of understanding | Teacher check-in to ensure clarity |
| Working Memory | Visual Timetable Chunking of content Feedback at point of misconception Ask back Consistency of scaffolds throughout school | Now / Next board Use of tech to 'hold a sentence' and record rehearsal of writing |
| Low self-esteem | Affirmation Insightful feedforward Celebration of work | Elsa |

HISTORY



| Physical & Sensory | | |
|---|---|---|
| Barrier | Universal Offer | Targeted Scaffold |
| Overstimulating Environment- (Consider context of teaching) Sensory overload- artefacts / visits and visitors | Communication Friendly environments Consistent and reliable scaffolds Risk assessment of educational visits Quiet Corner | Quiet Corner Ear Defenders Consider ventilation and classroom positioning Ask for specialist advice on equipment for children with specific SEND adaptations Individualised risk assessment |
| Fatigue and Concentration | Prompting Chunking Sensible decisions about writing requirements at planning stage | Rest Breaks Use of technology for recording (Including word processing or QR codes) Sensory Circuits Sensory toys including chew toys Use of scribe |
| Core Strength & Fine Motor | Squiggle while you Wiggle (EYFS) Karate (EYFS) Focus of secure transcription in EYFS / KS1 | Doh Disco Bespoke next steps Use of standing desk / wobble boards Tech support- focus on foundational skills |

| Social, Emotional & Mental Health | | |
|---------------------------------------|--|---|
| Barrier | Universal Offer | Targeted Scaffold |
| Lack of clarity around expectations | Learning Expeditions Clear Instruction Ask Back Mixed ability pairings Visual Timetables | Now / Next Wigit personalised timetable |
| Lack of structure in open ended tasks | Clear expectations- 10 sentences / one paragraph Success Criteria WAGOLS | Explicit instruction on an individual level Individualised writing scaffolds |
| Unpredictable routine | Visual Timetable | Now / Next Board Personal Tameable Timers |
| Self- Regulation | Thinking time Collaborative problem solving Modelled thinking Quiet Corner | Nurture support Elsa |



Cognition & Learning

| Barrier | Universal Offer | Targeted Scaffold |
|--|---|--|
| Understanding of Vocabulary | Tricky Word Scan Working Wall Quizzing / interleaved practice Knowledge Organiser | Pre-Teach core vocabulary on 1:1 basis |
| Working Memory- Including retaining instructions | Visual Timetable Chunking of content Feedback at point of misconception Ask back | Now / Next board Use of tech to 'hold a sentence' and record responses Talking Tins |
| Articulation | Think / Pair / Share ABC Sentence Stems | Use of iPads to record responses |
| Remembering multi-step processes. | Clear instruction Ask Back Success criteria (when appropriate) | Sensory toys including chew toys Use of scribe Step by step reminders of key processes using visuals or task boards. Broken down success criteria with clear reminders. |
| Transcription | Removal of unnecessary writing at planning stage- How can we check the learning efficiently? Chunked work in timely intervals Use of Technology (Nearpod / Socrative/ Mentimeter / Bluckit) | Use of technology to record responses (word processed or QR code) Dictation (HFW / CEW) |

Communication and Interaction

| Barrier | Universal Offer | Targeted Scaffold |
|-------------------------|--|--|
| Processing Instructions | Explicitly explain new vocabulary Ask Back Consider length of adult instruction Think / Pair / Share ABC protocol & Scales to indicate levels of understanding | Teacher check-in to ensure clarity |
| Working Memory | Visual Timetable Chunking of content Feedback at point of misconception Ask back Consistency of scaffolds throughout school | Now / Next board Use of tech to 'hold a sentence' and record rehearsal of writing |
| Low self-esteem | Affirmation Insightful feedforward Celebration of work | Elsa |



Physical & Sensory

| Barrier | Universal Offer | Targeted Scaffold |
|---|---|---|
| Overstimulating Environment- Sensory overload (Materials)- Potential to not follow usual classroom routines | Communication Friendly environments Consistent and reliable scaffolds Risk assessment of educational visits Quiet Corner | Quiet Corner Ear Defenders Consider ventilation and classroom positioning Ask for specialist advice on equipment for children with specific SEND adaptations Individualised risk assessment |
| Fatigue and Concentration- Need to focus attention on a sustained piece of work | Prompting Chunking Sensible decisions about writing requirements at planning stage | Rest / movement Breaks Use of technology for recording (Including word processing or QR codes) Sensory Circuits Sensory toys including chew toys Use of scribe Step by step reminders of key processes using visuals or task boards. Broken down success criteria with clear reminders. |
| Core Strength & Fine Motor | Squiggle while you Wiggle (EYFS) Karate (EYFS) Focus of secure transcription in EYFS / KS1 | Doh Disco Bespoke next steps Use of standing desk / wobble boards Tech support- focus on foundational skills |

Social, Emotional & Mental Health

| Barrier | Universal Offer | Targeted Scaffold |
|---------------------------------------|--|---|
| Lack of clarity around expectations | Learning Expeditions Clear Instruction Ask Back Mixed ability pairings Visual Timetables | Now / Next Wigit personalised timetable |
| Lack of structure in open ended tasks | Clear expectations- 10 sentences / one paragraph Success Criteria WAGOLS | Explicit instruction on an individual level Individualised writing scaffolds |
| Unpredictable routine | Visual Timetable | Now / Next Board Personal Tameable Timers |
| Self- Regulation | Thinking time Collaborative problem solving Modelled thinking Quiet Corner | Nurture support Elsa |



| Physical & Sensory | | |
|---|---|---|
| Barrier | Universal Offer | Targeted Scaffold |
| Overstimulating Environment- Sensory sensitivities | Communication Friendly environments Consistent and reliable scaffolds Risk assessment of educational visits Quiet Corner Ensure representation for all pupils within a cohort | Quiet Corner Ear Defenders Consider ventilation and classroom positioning Ask for specialist advice on equipment for children with specific SEND adaptations Individualised risk assessment |
| Fatigue and Concentration- Need to focus attention on a sustained piece of work | Prompting Chunking Sensible decisions about writing requirements at planning stage | Rest / movement Breaks Use of technology for recording (Including word processing or QR codes) Sensory Circuits Sensory toys including chew toys Use of scribe Step by step reminders of key processes using visuals or task boards. Broken down success criteria with clear reminders. |
| Core Strength & Fine Motor | Squiggle while you Wiggle (EYFS) Karate (EYFS) Focus of secure transcription in EYFS / KS1 | Doh Disco Bespoke next steps Use of standing desk / wobble boards Tech support- focus on foundational skills |

| Social, Emotional & Mental Health | | |
|---|--|---|
| Barrier | Universal Offer | Targeted Scaffold |
| Sensitive or triggering subjects- families or SRE. | Advanced warnings and mindful decision making at planning stage around family history for example if a child is adopted. | Focused meeting with families. |
| Lack of structure in open ended tasks | Clear expectations- 10 sentences / one paragraph Success Criteria WAGOLS | Explicit instruction on an individual level Individualised writing scaffolds |
| Unpredictable routine | Visual Timetable | Now / Next Board Personal Tameable Timers |
| Self- Regulation- ability to express emotions appropriately | Thinking time Collaborative problem solving Modelled thinking Quiet Corner Sentence prompts | Nurture support Elsa Social Stories |



| Cognition & Learning | | |
|--|---|--|
| Barrier | Universal Offer | Targeted Scaffold |
| Understanding of Vocabulary | Tricky Word Scan Working Wall Quizzing / interleaved practice Knowledge Organiser | Pre-Teach core vocabulary on 1:1 basis |
| Working Memory- Including retaining instructions | Visual Timetable Chunking of content Feedback at point of misconception Ask back | Now / Next board Use of tech to 'hold a sentence' and record responses Talking Tins |
| Articulation | Think / Pair / Share ABC Sentence Stems | Use of iPads to record responses |
| Transcription | Removal of unnecessary writing at planning stage- How can we check the learning efficiently? Chunked work in timely intervals Use of Technology (Nearpod / Socrative/ Mentimeter / Bluckit) | Use of technology to record responses (word processed or QR code) Dictation (HFW / CEW) |

| Communication and Interaction | | |
|--------------------------------|--|--|
| Barrier | Universal Offer | Targeted Scaffold |
| Processing Instructions | Explicitly explain new vocabulary Ask Back Consider length of adult instruction Think / Pair / Share ABC protocol & Scales to indicate levels of understanding | Teacher check-in to ensure clarity |
| Working Memory | Visual Timetable Chunking of content Feedback at point of misconception Ask back Consistency of scaffolds throughout school | Now / Next board Use of tech to 'hold a sentence' and record rehearsal of writing |
| Low self-esteem | Affirmation Insightful feedforward Celebration of work | Elsa |
| Sharing ideas in a large group | Ability to pass | Use of QR codes Targeted scaffolding Peer voice |



| Cognition & Learning | | |
|--|---|--|
| Barrier | Universal Offer | Targeted Scaffold |
| Understanding of Vocabulary | Tricky Word Scan Working Wall Quizzing / interleaved practice Knowledge Organiser | Pre-Teach core vocabulary on 1:1 basis |
| Working Memory- Including retaining instructions | Visual Timetable Chunking of content Feedback at point of misconception Ask back | Now / Next board Use of tech to 'hold a sentence' and record responses Talking Tins |
| Articulation | Think / Pair / Share ABC Sentence Stems | Use of iPads to record responses |
| Remembering multi-step processes. | Clear instruction Ask Back Success criteria (when appropriate) | Sensory toys including chew toys Use of scribe Step by step reminders of key processes using visuals or task boards. Broken down success criteria with clear reminders. |
| Transcription | Removal of unnecessary writing at planning stage- How can we check the learning efficiently? Chunked work in timely intervals Use of Technology (Nearpod / Socrative/ Mentimeter / Bluckit) | Use of technology to record responses (word processed or QR code) Dictation (HFW / CEW) |

| Communication and Interaction | | |
|-------------------------------|--|--|
| Barrier | Universal Offer | Targeted Scaffold |
| Processing Instructions | Explicitly explain new vocabulary Ask Back Consider length of adult instruction Think / Pair / Share ABC protocol & Scales to indicate levels of understanding | Teacher check-in to ensure clarity |
| Working Memory | Visual Timetable Chunking of content Feedback at point of misconception Ask back Consistency of scaffolds throughout school | Now / Next board Use of tech to 'hold a sentence' and record rehearsal of writing |
| Low self-esteem | Affirmation Insightful feedforward Celebration of work | Elsa |



| Physical & Sensory | | |
|---|---|---|
| Barrier | Universal Offer | Targeted Scaffold |
| Overstimulating Environment- Sensory overload (Materials)- Potential to not follow usual classroom routines | Communication Friendly environments Consistent and reliable scaffolds Risk assessment of educational visits Quiet Corner | Quiet Corner Ear Defenders Consider ventilation and classroom positioning Ask for specialist advice on equipment for children with specific SEND adaptations Individualised risk assessment |
| Fatigue and Concentration- Need to focus attention on a sustained piece of work | Prompting Chunking Sensible decisions about writing requirements at planning stage | Rest / movement Breaks Use of technology for recording (Including word processing or QR codes) Sensory Circuits Sensory toys including chew toys Use of scribe Step by step reminders of key processes using visuals or task boards. Broken down success criteria with clear reminders. |
| Core Strength & Fine Motor | Squiggle while you Wiggle (EYFS) Karate (EYFS) Focus of secure transcription in EYFS / KS1 | Doh Disco Bespoke next steps Use of standing desk / wobble boards Tech support- focus on foundational skills |
| Ability to use tools and materials safely | Clear instruction and demonstration | Peer mentor 1:1 support if deemed necessary. |

| Social, Emotional & Mental Health | | |
|---------------------------------------|--|---|
| Barrier | Universal Offer | Targeted Scaffold |
| Lack of clarity around expectations | Learning Expeditions Clear Instruction Ask Back Mixed ability pairings Visual Timetables | Now / Next Wigit personalised timetable |
| Lack of structure in open ended tasks | Clear expectations- 10 sentences / one paragraph Success Criteria WAGOLS | Explicit instruction on an individual level Individualised writing scaffolds |
| Unpredictable routine | Visual Timetable | Now / Next Board Personal Tameable |
| Self- Regulation | Thinking time Collaborative problem solving Modelled thinking Quiet Corner | Nurture support Elsa |



| Cognition & Learning | | |
|--|--|--|
| Barrier | Universal Offer | Targeted Scaffold |
| Understanding of Vocabulary | Tricky Word Scan Working Wall Quizzing / interleaved practice Knowledge Organiser | Pre-Teach core vocabulary on 1:1 basis |
| Working Memory- Including retaining instructions | Visual Timetable Chunking of content Feedback at point of misconception Ask back | Now / Next board Use of tech to 'hold a sentence' and record responses Talking Tins |
| Articulation | Think / Pair / Share ABC Sentence Stems | Use of iPads to record responses |
| Remembering multi-step processes. | Clear instruction Ask Back Success criteria (when appropriate) | Sensory toys including chew toys Use of scribe Step by step reminders of key processes using visuals or task boards. Broken down success criteria with clear reminders. |

| Communication and Interaction | | |
|------------------------------------|--|--|
| Barrier | Universal Offer | Targeted Scaffold |
| Processing verbal Instructions | Explicitly explain new vocabulary Ask Back Consider length of adult instruction Think / Pair / Share ABC protocol & Scales to indicate levels of understanding | Teacher check-in to ensure clarity |
| Working Memory | Visual Timetable Chunking of content Feedback at point of misconception Ask back Consistency of scaffolds throughout school | Now / Next board Use of tech to 'hold a sentence' and record rehearsal of writing |
| Low self-esteem | Affirmation Insightful feedforward Celebration of work | Elsa |
| Difficulties working within a team | Carefully considered pairings and groupings. Mixed or fixed ability groupings considered at planning stage. Which is more appropriate? Why? | 1:1 scaffolded support |



| Physical & Sensory | | |
|---|---|--|
| Barrier | Universal Offer | Targeted Scaffold |
| Overstimulating Environment- increased movement and activity | Consistent and reliable scaffolds Quiet Corner Clear routines and systems to minimise barrier | Quiet Corner Ear Defenders Consider ventilation and classroom positioning Ask for specialist advice on equipment for children with specific SEND adaptations Individualised risk assessment |
| Fatigue and Concentration- Need to focus attention throughout physical activity | Prompting Chunking Rest breaks Water stops | Use of technology for recording (Including word processing or QR codes) Sensory Circuits Sensory toys including chew toys Step by step reminders of key processes using visuals or task boards. Broken down success criteria with clear reminders. |
| Core Strength & Fine Motor | Squiggle while you Wiggle (EYFS) Karate (EYFS) Focus of secure transcription in EYFS / KS1 | Doh Disco Bespoke next steps Use of standing desk / wobble boards Tech support- focus on foundational skills |
| Ability to access and use equipment | Clear instruction and demonstration | Peer mentor 1:1 support if deemed necessary. |

| Social, Emotional & Mental Health | | |
|--|--|--|
| Barrier | Universal Offer | Targeted Scaffold |
| Lack of clarity around expectations | Clear Instruction Ask Back Mixed ability pairings Visual Timetables | Now / Next |
| Anxiety around unfamiliar activities or physical ability | Clear expectations and demonstrations Celebration of ourselves and differences in PHSE lessons | Individual adjustments around PE kit in collaboration with SENDCO. |
| Unpredictable routine | Visual Timetable | Now / Next Board Personal Tameable |
| Self- Regulation more challenging in less structured environment | Thinking time Collaborative problem solving Modelled thinking Timed warnings into transitions Quiet Corner | Nurture support Elsa |

MUSIC



| Cognition & Learning | | |
|---|---|--|
| Barrier | Universal Offer | Targeted Scaffold |
| Understanding of Vocabulary | Tricky Word Scan Working Wall Quizzing / interleaved practice Knowledge Organiser | Pre-Teach core vocabulary on 1:1 basis |
| Working Memory- Including retaining longer pieces for performance | Visual Timetable Chunking of content Feedback at point of misconception Ask back | Now / Next board Use of tech to provide prompts and record responses Talking Tins |
| Articulation | Think / Pair / Share ABC Sentence Stems | Use of iPads to record responses |
| Remembering multi-step processes. | Clear instruction Ask Back Success criteria (when appropriate) | Sensory toys including chew toys Use of scribe Step by step reminders of key processes using visuals or task boards. Broken down success criteria with clear reminders. |
| Transcription | Removal of unnecessary writing at planning stage- How can we check the learning efficiently? Chunked work in timely intervals Use of Technology (Nearpod / Socrative/ Mentimeter / Bluckit) | Use of technology to record responses (word processed or QR code) Dictation (HFW / CEW) |

| Communication and Interaction | | |
|-------------------------------|--|--|
| Barrier | Universal Offer | Targeted Scaffold |
| Processing Instructions | Explicitly explain new vocabulary Ask Back Consider length of adult instruction Think / Pair / Share ABC protocol & Scales to indicate levels of understanding | Teacher check-in to ensure clarity |
| Working Memory | Visual Timetable Chunking of content Feedback at point of misconception Ask back Consistency of scaffolds throughout school | Now / Next board Use of tech to 'hold a sentence' and record rehearsal of writing |
| Low self-esteem | Affirmation Insightful feedforward Celebration of work | Elsa |

MUSIC



Physical & Sensory

| Barrier | Universal Offer | Targeted Scaffold |
|--|---|---|
| Overstimulating Environment- Sensory overload in potentially noisier and less structured environment | Communication Friendly environments Consistent and reliable scaffolds Risk assessment of educational visits Quiet Corner | Quiet Corner Ear Defenders Consider ventilation and classroom positioning Ask for specialist advice on equipment for children with specific SEND adaptations Individualised risk assessment |
| Fatigue and Concentration- Need to focus attention on a sustained piece of work | Prompting Chunking Sensible decisions about writing requirements at planning stage | Rest / movement Breaks Use of technology for recording (Including word processing or QR codes) Sensory Circuits Sensory toys including chew toys Use of scribe Step by step reminders of key processes using visuals or task boards. Broken down success criteria with clear reminders. |
| Core Strength & Fine Motor | Squiggle while you Wiggle (EYFS) Karate (EYFS) Focus of secure transcription in EYFS / KS1 | Doh Disco Bespoke next steps Use of standing desk / wobble boards Tech support- focus on foundational skills |

Social, Emotional & Mental Health

| Barrier | Universal Offer | Targeted Scaffold |
|---------------------------------------|--|---|
| Lack of clarity around expectations | Learning Expeditions Clear Instruction Ask Back Mixed ability pairings Visual Timetables | Now / Next Wigit personalised timetable |
| Lack of structure in open ended tasks | Clear expectations Success Criteria WAGOLS | Explicit instruction on an individual level Individualised writing scaffolds |
| Unpredictable routine | Visual Timetable | Now / Next Board Personal Tameable Timers |
| Self- Regulation | Thinking time Collaborative problem solving Modelled thinking Quiet Corner | Nurture support Elsa |



| Cognition & Learning | | |
|---|---|--|
| Barrier | Universal Offer | Targeted Scaffold |
| Understanding of Vocabulary in English to translate into French | Dual representations in French and English Use of songs and rhymes Working Wall Quizzing / interleaved practice Knowledge Organiser | Pre-Teach core vocabulary on 1:1 basis Talking Tins |
| Working Memory- Including retaining longer pieces for performance | Visual Timetable Chunking of content Feedback at point of misconception Ask back | Now / Next board Use of tech to provide prompts and record responses Talking Tins |
| Articulation | Think / Pair / Share ABC Sentence Stems | Use of iPads to record responses |
| Remembering multi-step processes. | Clear instruction Ask Back Success criteria (when appropriate) | Sensory toys including chew toys Use of scribe Step by step reminders of key processes using visuals or task boards. Broken down success criteria with clear reminders. |
| Transcription | Removal of unnecessary writing at planning stage- How can we check the learning efficiently? Chunked work in timely intervals Use of Technology (Nearpod / Socrative/ Mentimeter / Bluckit) | Use of technology to record responses (word processed or QR code) Dictation (HFW / CEW) |

| Communication and Interaction | | |
|--|--|--|
| Barrier | Universal Offer | Targeted Scaffold |
| Processing Instructions | Explicitly explain new vocabulary Ask Back Consider length of adult instruction Think / Pair / Share ABC protocol & Scales to indicate levels of understanding | Teacher check-in to ensure clarity |
| Working Memory | Visual Timetable Chunking of content Feedback at point of misconception Ask back Consistency of scaffolds throughout school | Now / Next board Use of tech to 'hold a sentence' and record rehearsal of writing |
| Low self-esteem- worry around speaking aloud in either English or French | Affirmation Insightful feedforward Celebration of work Additional thinking time Oral paired rehearsal time | Elsa |



| Physical & Sensory | | |
|--|---|---|
| Barrier | Universal Offer | Targeted Scaffold |
| Overstimulating Environment- Sensory overload in potentially noisier and less structured environment | Communication Friendly environments Consistent and reliable scaffolds Risk assessment of educational visits Quiet Corner | Quiet Corner Ear Defenders Consider ventilation and classroom positioning Ask for specialist advice on equipment for children with specific SEND adaptations Individualised risk assessment |
| Fatigue and Concentration- Need to focus attention on a sustained piece of work | Prompting Chunking Sensible decisions about writing requirements at planning stage | Rest / movement Breaks Use of technology for recording (Including word processing or QR codes) Sensory Circuits Sensory toys including chew toys Use of scribe Step by step reminders of key processes using visuals or task boards. Broken down success criteria with clear reminders. |
| Core Strength & Fine Motor | Squiggle while you Wiggle (EYFS) Karate (EYFS) Focus of secure transcription in EYFS / KS1 | Doh Disco Bespoke next steps Use of standing desk / wobble boards Tech support- focus on foundational skills |

| Social, Emotional & Mental Health | | |
|--|--|--|
| Barrier | Universal Offer | Targeted Scaffold |
| Lack of clarity around expectations | Learning Expeditions Clear Instruction Ask Back Mixed ability pairings Visual Timetables | Now / Next Wigit personalised timetable |
| Lack of structure in open ended tasks | Clear expectations Success Criteria WAGOLS | Explicit instruction on an individual level Individualised writing scaffolds |
| Anxiety around making mistakes or appearing 'silly'. | Celebrate mistakes as learning points Encourage oral rehearsal | Consider difficulties around role play for individual pupils- work in a scaffolded group with adult. |
| Self- Regulation | Thinking time Collaborative problem solving Modelled thinking Quiet Corner | Nurture support Elsa |



| Cognition & Learning | | |
|----------------------|---|--|
| Barrier | Universal Offer | Targeted Scaffold |
| Working Memory | Visual Timetable Chunking of content Feedback at point of misconception Ask back Interleaved practice | Now / Next board Use of tech to provide prompts and record responses Talking Tins |
| Articulation | Think / Pair / Share ABC Sentence Stems | Use of iPads to record responses |
| Transcription | Removal of unnecessary writing at planning stage- How can we check the learning efficiently? Chunked work in timely intervals Use of Technology (Nearpod / Socrative/ Mentimeter / Bluckit) | Use of technology to record responses (word processed or QR code) Dictation (HFW / CEW) |

| Communication and Interaction | | |
|-------------------------------|--|--|
| Barrier | Universal Offer | Targeted Scaffold |
| Processing Instructions | Explicitly explain new vocabulary Ask Back Consider length of adult instruction Think / Pair / Share ABC protocol & Scales to indicate levels of understanding | Teacher check-in to ensure clarity |
| Working Memory | Visual Timetable Chunking of content Feedback at point of misconception Ask back Consistency of scaffolds throughout school | Now / Next board Use of tech to 'hold a sentence' and record rehearsal of writing |



Physical & Sensory

| Barrier | Universal Offer | Targeted Scaffold |
|---|--|---|
| Overstimulating Environment-Time still in a largely discussion based lesson | Communication Friendly environments Consistent and reliable scaffolds Risk assessment of educational visits Quiet Corner Planned movement breaks | Quiet Corner Ear Defenders Consider ventilation and classroom positioning Ask for specialist advice on equipment for children with specific SEND adaptations Individualised risk assessment |
| Fatigue and Concentration | Prompting Chunking Sensible decisions about writing requirements at planning stage | Rest / movement Breaks Use of technology for recording (Including word processing or QR codes) Sensory Circuits Sensory toys including chew toys Use of scribe Step by step reminders of key processes using visuals or task boards. Broken down success criteria with clear reminders. |
| Core Strength & Fine Motor | Squiggle while you Wiggle (EYFS) Karate (EYFS) Focus of secure transcription in EYFS / KS1 | Doh Disco Bespoke next steps Use of standing desk / wobble boards Tech support- focus on foundational skills |

Social, Emotional & Mental Health

| Barrier | Universal Offer | Targeted Scaffold |
|--|--|--|
| Lack of clarity around expectations | Learning Expeditions Clear Instruction Ask Back Mixed ability pairings Visual Timetables | Now / Next Wigit personalised timetable |
| Lack of structure in open ended tasks | Clear expectations Success Criteria WAGOLS | Explicit instruction on an individual level Individualised writing scaffolds |
| Anxiety around making mistakes or appearing 'silly'. | Celebrate mistakes as learning points Encourage oral rehearsal | Consider difficulties around role play for individual pupils- work in a scaffolded group with adult. |
| Self- Regulation | Thinking time Collaborative problem solving Modelled thinking Quiet Corner | Nature support Elsa |