

Ashford Park Provision to Support Children with Additional Needs

Area of need	Wave 1 Support offered for all children	Wave 2 Support offered for children with additional needs	Wave 3 Support offered for children with significant additional needs or a Statement/Education & Health Care Plan (EHC Plan)
Cognition and Learning	<ul style="list-style-type: none"> • Pedagogy Policy (see separate link on website under policies) • Assertive Mentoring programme • High quality teaching • Differentiated curriculum • Access to ICT • In-class learning support assistant (LSA) support • Visual timetables or other visual aids (as appropriate) 	<ul style="list-style-type: none"> • Literacy and numeracy catch-up interventions • Booster lessons in Yr 6 • Targeted in-class support from class teacher • Targeted in class support from LSA 	<ul style="list-style-type: none"> • Small group or one-to-one literacy/numeracy support delivered by a teacher or Higher Level Teaching Assistant (HLTA) – Programmes include Numicon, Overcoming barriers, Spellbound, additional phonics • One to one reading support using Better Reading Partnership • Periods of one to one support if explicitly specified in a statement or EHC plan • Exam concessions; extra time, use of a scribe/reader (subject to DFE access and admission arrangements) • Advice from Educational Psychologist or specialist teacher
Communication and Interaction	<ul style="list-style-type: none"> • All of the above (Cognition and Learning) PLUS • Use of symbols/pictures or other visual aids (as appropriate) 	<ul style="list-style-type: none"> • Pre teaching of subject specific vocabulary • Small group interventions to develop communication and interaction skills e.g. Time To Talk, Oracy Project, Language for Thinking 	<ul style="list-style-type: none"> • Small group or one-to-one speech and language therapy delivered by a trained LSA or HLTA facilitated by a speech and language therapist • Social skills group

	<ul style="list-style-type: none"> Teachers are trained in creating a 'communication friendly' classroom 		<ul style="list-style-type: none"> Periods of one to one support if explicitly specified in a statement or EHC plan Advice from Educational Psychologist, specialist teacher or speech and language therapist
Emotional, behavioural and social	<ul style="list-style-type: none"> All of the above (cognition and learning) PLUS Whole-school behaviour policy, rules, reward and sanctions system Circle time Lunchtime clubs PSHE-focused work Play Pod Opportunities to be Head Boy/Girl, prefects, play leaders, members of school council 	<ul style="list-style-type: none"> In-class support for supporting behaviour e.g specific targets/behaviour support plan In-class support from LSA to develop focus and attention skills 	<ul style="list-style-type: none"> Small group or one-to-one support for social skills delivered by a HLTA One to one anger management delivered by a HLTA Small group or one to one nurture sessions delivered by a HLTA Advice from Educational Psychologist /specialist teacher or other specialists as appropriate One to one support to develop focus, attention and organisational skills (as appropriate) Periods of one to one support if explicitly specified in a statement or EHC plan
Sensory and physical	<ul style="list-style-type: none"> All of the above (cognition and learning) PLUS Writing slopes and pencil grips (as appropriate) Easily accessible wheelchair friendly buildings, which are on one level Positive touch training for staff 	<ul style="list-style-type: none"> Additional keyboard skills training Use of a scribe to assist with writing Group fine motor skills programmes e.g handwriting, hand strength Use of coloured overlays when reading 	<ul style="list-style-type: none"> Individual support for appropriate subjects (e.g. science, PE) or for personal care both in class or during lunch/break times Small group or one-to-one physio or occupational therapy delivered by a trained LSA or

	<ul style="list-style-type: none">• Staff training from medical professional in order to deliver medication for diabetes, epilepsy, anaphylactic shock		<p>HLTA facilitated by a physio or occupational therapist</p> <ul style="list-style-type: none">• Periods of one to one support if explicitly specified in a statement or EHC plan• Use of appropriate resources (e.g. radio aids)
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