

Appendix 1

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) • 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 • SNIP spelling programme • 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 	<ul style="list-style-type: none"> • Pre teaching of subject specific vocabulary • Small group interventions to develop communication and 	<ul style="list-style-type: none"> • Small group or one-to-one speech and language therapy delivered by a trained LSA or

	<ul style="list-style-type: none"> • Use of symbols/pictures or other visual aids (as appropriate) • Teachers are trained in creating a 'communication friendly' classroom 	<p>interaction skills e.g. Time To Talk, Oracy Project, Language for Thinking</p>	<p>HLTA facilitated by a speech and language therapist</p> <ul style="list-style-type: none"> • Social skills group • 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
<p>Social, emotional and mental health</p>	<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 • Resources to help maintain attention e.g. fiddle toys/cushions 	<ul style="list-style-type: none"> • Small group or one-to-one support for social skills delivered by an HLTA who is trained in emotional literacy support • One to one anger management delivered by a HLTA who is trained in emotional literacy support • Small group or one to one nurture sessions delivered by a HLTA who is trained in emotional literacy support • 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 • Time in 'The Cove' Nurture area

<p style="text-align: center;">Sensory and physical</p>	<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 • Staff training from medical professional in order to deliver medication for diabetes, epilepsy, anaphylactic shock 	<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 HLTA facilitated by a physio or occupational therapist • 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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