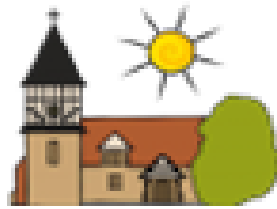


How?

Through QFT approach



Defford-cum-Besford
CE First School

School Offer

Communication and Interaction <i>Including ASD & SCLN</i> QFT OFFER	Cognition and Learning <i>Including Dyslexia, Dyscalculia (SLD,MLD,PMLD)</i> QFT OFFER	Sensory and/or Physical <i>Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability</i> QFT OFFER	Social, Emotional and Mental Health QFT OFFER
<ul style="list-style-type: none"> Increased visual aids Symbols Sound buttons/ talk tins for audible instructions Seating in class/ on carpet Pre-teaching Vocabulary exploration - wordAware https://www.hacw.nhs.uk/children-s-speech-and-language-resources/ Colourful semantics Visual prompts Illustrated dictionaries 	<ul style="list-style-type: none"> Use holistic approach to analyse pupil learning profile - strengths and barriers Increased visual aids/modelling Visuals specific to child Task boards Worked examples Pre-teaching Retrieval/ Spaced practice Access to key words and subject based vocabulary Alternate colours or numbers for lists Dyslexia friendly fonts SSP programme (LW) Oracy opportunities - Voice 21 Exchange resources Working memory Establish clear links to previous learning, mind maps, photos Task plans Personalised word banks 	<ul style="list-style-type: none"> Equipment offer, left handed pens, scissors Pencil grips Writing slants Brain breaks (for all) Seating arrangements – considering noise, lights, proximity to adult or peers Sensory breaks RNIB resources SSP programme – LW links to RNIB for large print books Signalong gestures 	<ul style="list-style-type: none"> Seating arrangements, near peers to reduce anxiety, stress Roles and responsibilities Visuals Signalong gestures Calm area. Quiet zone for self-regulation PSHE RSE Programmes – Jigsaw Mindfulness as whole class approach and practice

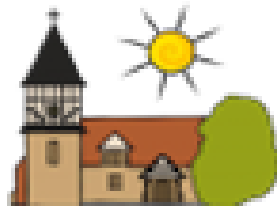
https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf?v=1708857265
https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>



Why have these approaches been chosen for our universal provision offer?

How?

Targeted approach



Defford-cum-Besford
CE First School

School Offer

Communication and Interaction <i>Including ASD & SCLN</i>	Cognition and Learning <i>Including Dyslexia, Dyscalculia (SLD,MLD,PMLD)</i>	Sensory and/or Physical <i>Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability</i>	Social, Emotional and Mental Health
<ul style="list-style-type: none"> • TARGETED INTERVENTIONS • TA SUPPORT • https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants • https://educationendowmentfoundation.org.uk/news/scaffolding-more-than-just-a-worksheet • Referral to SALT 	<ul style="list-style-type: none"> • TARGETED INTERVENTIONS • TA SUPPORT • https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants • https://educationendowmentfoundation.org.uk/news/scaffolding-more-than-just-a-worksheet • Dyslexia Gold/ Screeners • Specific working memory interventions 	<ul style="list-style-type: none"> • TARGETED INTERVENTIONS • TA SUPPORT • https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants • https://educationendowmentfoundation.org.uk/news/scaffolding-more-than-just-a-worksheet • Jimbo Fun 	<ul style="list-style-type: none"> • TARGETED INTERVENTIONS • TA SUPPORT • https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants • https://educationendowmentfoundation.org.uk/news/scaffolding-more-than-just-a-worksheet • Talkabout • Lego therapy groups • Socially Speaking groups

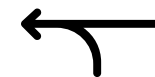
https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf?v=1708857265

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<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>

<https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions/recommendations-5-and-6-unpacking-the-evidence>

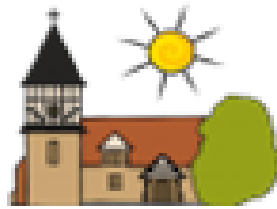
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Why have these approaches been chosen for our targeted provision offer?

How?

Specialised
Provision approach



Defford-cum-Besford
CE First School

School Offer

Communication and Interaction <i>Including ASD & SCLN</i> Specialist Intervention & Support	Cognition and Learning <i>Including Dyslexia, Dyscalculia (SLD,MLD,PMLD)</i> Specialist Intervention & Support	Sensory and/or Physical <i>Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability</i> Specialist Intervention & Support	Social, Emotional and Mental Health Specialist Intervention & Support
<ul style="list-style-type: none"> Individual Provision Maps for specific and individualised learning targets Referral to Speech and Language Team Referral to Umbrella Pathway / Complex Communications Need Team Refer for EHCNA (Education, Health and Care Plan Needs Assessment) 1:1 Speech and Language interventions Referral and support from Educational Psychology Team Vale of Evesham Outreach team support 	<ul style="list-style-type: none"> Individual Provision Maps for specific and individualised learning targets Referral to Umbrella Pathway / Complex Communications Need Team Refer for EHCNA (Education, Health and Care Plan Needs Assessment) Learning Support involvement Specialised diagnostic testing from external professionals Dyslexia (age restrictions) Referral and support from Educational Psychology Team 	<ul style="list-style-type: none"> Individual Provision Maps for specific and individualised learning targets Referral to Umbrella Pathway / Complex Communications Need Team Refer for EHCNA (Education, Health and Care Plan Needs Assessment) Referral and support from Educational Psychology Team Vale of Evesham Outreach teams support 	<ul style="list-style-type: none"> Individual Provision Maps for specific and individualised learning targets Referral to Umbrella Pathway / Complex Communications Need Team Refer for EHCNA (Education, Health and Care Plan Needs Assessment) CAHMS referral

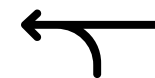
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Why have these approaches been chosen for our targeted provision offer?