

Cognition and Learning

Universal Provision - Quality First Teaching Wave 1

Concrete resources used across the curriculum
High expectations alongside a range of scaffolding support Word banks and vocabulary aids
Provide key vocabulary in advance (knowledge organisers)
Flexible seating/groupings
Alternative methods of recording
Pencil grip
Extra time to complete tasks
Chunk instructions
Use writing frames and story planners
Modelling and demonstrations
Awareness of resources in Curious Curriculum (e.g. thick/thin paintbrushes, pencil pressure) Multisensory approaches
Coloured paper/overlays
Opportunities for over learning

Screeners
Dyslexia Screener
Dyscalculia Screener

Interventions Wave 2

	Precision Teaching	PIXL Therapies	Plus One / Power of 2	MeLSA
Focus	Spelling/ reading/ multiplication	Core subjects	Maths	Core Subjects

Specialist intervention Wave 3

Educational Psychologist
Inclusion Support
Occupational Therapy

Communication and Interaction

Universal Provision - Quality First Teaching Wave 1

Use pupils name before giving instructions
Clear, consistent expectations of behaviour and productivity
Chunk instructions
Use visual cues and prompts to support verbal instructions
Make eye contact but do not expect them to maintain it
Use clear, predictable routines supported by visual timetable
Allow processing time
Explain abstract language
Consideration of seating
Use of social stories
Use of emotion thermometers or similar to support recognising own emotions Simplify language
Ear defenders/headphones
Movement breaks

Screeners
Progression Tools
Phonics Screener

Interventions- Wave 2

	Attention Autism	Talkboost	Colourful Semantics	Talkabout	Lego Therapy	Black Sheep Language Press
Focus	Attention	Social Interaction	Language Structure	Social Interaction	Social Interaction	Language Development

Specialist intervention -Wave 3

Educational Psychology
Speech and Language Therapy
Inclusion Support
ASD Hub

Social, Emotional and Mental Health

Universal Provision - Quality First Teaching Wave 1							
Take time to build relationships Jigsaw PSHE sessions Assemblies Anti-bullying week Behaviour policy with a restorative approach Hope boxes Mental Health Champions (develop SLP way strategies for SEMH) Transitions Enrichment clubs Consideration of seating/groupings Reduce demands e.g. limit or chunk instructions				Processing time Fiddle toys/ear defenders or headphones Regular check ins Use pupils name and give eye contact Use visual cues and prompts Checklists to support with organisation Visual timetables and now/next boards used to support routines Movement breaks Clear, consistent expectations of behaviour (scripted response) and productivity Sand timers/stopwatch			
Interventions- Wave 2							
	ELSA	Sandtray Therapy	Anxiety Gremlin	Anger Gremlin	Talkabout	Zones of Regulation	5 point scale
Focus	Emotional Literacy	Emotions	Anxiety	Anger	Social Interaction	Emotional Regulation	Emotional Regulation
Specialist intervention -Wave 3							
Primary Mental Health Worker CAMHS Educational Psychologist Inlcusion Support Mentoring Early Help/ Compass							

Universal Provision - Quality First Teaching
Wave 1

- Take time to build relationships
- Jigsaw PSHE sessions
- Assemblies
- Anti-bullying week
- Behaviour policy with a restorative approach
- Hope boxes
- Mental Health Champions (develop SLP way strategies for SEMH) Transitions
- Enrichment clubs
- Consideration of seating/groupings
- Reduce demands e.g. limit or chunk instructions

- Processing time
- Fiddle toys/ear defenders or headphones
- Regular check ins
- Use pupils name and give eye contact
- Use visual cues and prompts
- Checklists to support with organisation
- Visual timetables and now/next boards used to support routines
- Movement breaks
- Clear, consistent expectations of behaviour (scripted response) and productivity
- Sand timers/stopwatch

Screeners
BOXALL Profile

Screeners
BOXALL Profile

Interventions- Wave 2

	ELSA	Sandtray Therapy	Anxiety Gremlin	Anger Gremlin	Talkabout	Zones of Regulation	5 point scale
Focus	Emotional Literacy	Emotions	Anxiety	Anger	Social Interaction	Emotional Regulation	Emotional Regulation

Specialist intervention -Wave 3

Primary Mental Health Worker
CAMHS
Educational Psychologist
Inclusion Support
Mentoring
Early Help/ Compass

Sensory/ Physical

Universal Provision - Quality First Teaching Wave 1				
Consideration of classroom environment (lighting, acoustics, seating, etc) Awareness of volume and tone of voice Alternative methods of recording Pencil grips Ear defenders/ headphones Movement breaks Flexible groupings Screeners Fine Motor Skills Checklist Sensory Audit				
Interventions- Wave 2				
	Smart Moves	Funky Fingers Fine Motor	Write Dance	Sensory Circuits
Focus	Gross motor skills	Fine motor skills	Fine Motor Skills	Sensory
Specialist intervention -Wave 3				
Educational Psychologist Inclusion Support Occupational Therapy Sensory Support Service				

Executive Functioning

Universal Provision - Quality First Teaching- Wave 1

- Use visual timetables and now/next boards to support planning
- Provide chunked instructions with clear sequencing
- Model organisational strategies (e.g. packing a bag, organising a workspace)
- Provide checklists for routines and multi-step tasks
- Use timers, sand timers or digital countdowns to support time awareness
- Reduce cognitive load by limiting steps and simplifying language
- Provide worked examples and model thinking aloud
- Offer alternative methods of recording
- Build in processing time
- Use consistent routines supported by visuals
- Provide vocabulary in advance for new concepts
- Flexible seating to reduce distractions
- Encourage metacognitive talk (What do I need? What is my plan?)
- Pre-teach key concepts and task expectations

Screeners
Executive Functioning Screener

Interventions- Wave 2

	MeLSA	Precision Teaching
Focus	Learning support	Spelling, reading, multiplication

Specialist intervention -Wave 3

- Educational Psychology
- Inclusion Support
- Occupational Therapy
- Sensory Support Service