## What are the different types of support that may be available for children at this school?

<table>
<thead>
<tr>
<th>Area of needs</th>
<th>Whole school ethos and practice</th>
<th>Possible focussed support for some children’s additional needs</th>
<th>Possible support and intervention for a small number of children who may or may not have an EHC</th>
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<tbody>
<tr>
<td>Social, mental and emotional health needs</td>
<td>• Consistent application of the school’s behaviour policy&lt;br&gt;• A positive supportive and nurturing environment&lt;br&gt;• Circle time/PSHE curriculum</td>
<td>• Identification and assessment in school&lt;br&gt;• Additional advice and support from outside agencies&lt;br&gt;• Adaptations to the curriculum to secure engagement&lt;br&gt;• Support to build relationships and engage&lt;br&gt;• Trained Learning Mentor to overcome barriers to social inclusion</td>
<td>• Interventions are implemented, reviewed and revised&lt;br&gt;• Work with parents to refer to CAMHS&lt;br&gt;• Targeted intervention to promote social skills and emotional resilience&lt;br&gt;• Adaptations to physical environment eg time out&lt;br&gt;• Monitoring and support in unstructured time eg breaks/lunch&lt;br&gt;• Behaviour Management Plan/Pastoral Support Plan</td>
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<tr>
<td>Speech, language, communication and interaction</td>
<td>• Training for staff to meet the diversity of communication language skills&lt;br&gt;• Strong emphasis on speaking and listening and phonics teaching&lt;br&gt;• Communication friendly learning environment</td>
<td>• Elklan trained learning support via our Inclusion team&lt;br&gt;• Small group phonics support&lt;br&gt;• Personalised support within the class&lt;br&gt;• Language monitoring systems upon entry to Reception and follow up provision&lt;br&gt;• SALT interventions delivered by the school inclusion team&lt;br&gt;• Teacher training from SALT team on current concerns.</td>
<td>• Access to small teaching and learning groups&lt;br&gt;• Additional in class TA support&lt;br&gt;• Alternative communication systems&lt;br&gt;• Access to personal ICT/adapted ICT equipment&lt;br&gt;• Speech &amp; Language Therapy planned and delivered by a qualified therapist or therapy assistant&lt;br&gt;• Advice and support via Autism outreach team</td>
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<td>Autistic spectrum</td>
<td>• Structured day&lt;br&gt;• Positive behaviour management&lt;br&gt;• Management strategies.&lt;br&gt;• Learning style understood.&lt;br&gt;• Differentiation within lessons</td>
<td>• Curriculum modified to take account of learning styles&lt;br&gt;• Individual coaching and support from the class teacher and our Inclusion Team&lt;br&gt;• Use of appropriate resources e.g. visual timetables, social stories, work stations.</td>
<td>• Key teacher&lt;br&gt;• Small group targeted intervention. &lt;br&gt;• ICT used to reduce barriers&lt;br&gt;• Alternative communication systems - Makaton. PECS&lt;br&gt;• Advice and intervention from Harrow Outreach Autism Service</td>
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<td>Cognitive and Learning/</td>
<td>• Differentiation of the curriculum and teaching</td>
<td>• Curriculum is adapted to meet the needs of pupils</td>
<td>• Access to small teaching and learning groups</td>
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<tr>
<td>Moderate Learning Difficulties</td>
<td>Sensory and physical needs (e.g. hearing, visual impairment, multi-sensory, physical and medical needs)</td>
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</table>
| • Teaching resources are accessible and appropriate  
• Multi-sensory approach to learning  
• Interactive environment | • Referrals to Harrow Hearing Impaired Service or Visual Impaired Service  
• Provision of specialised equipment.  
• Curriculum is adapted  
• Seating position within class prioritised. |
| • Targeted intervention programmes  
• Independent Learning Plan  
• Specific goals- short steps  
• Differentiated resources are provided as appropriate  
• Learning support via in school Inclusion  
• 1:1 reading alongside intervention programmes  
• Access to personal ICT/adapted ICT equipment alternative methods of recording | • Modified learning environment.  
• Learning support via our Inclusion team.  
• Occupational Therapy and Physiotherapy from experienced TAs & inclusion team working from Therapy plans  
• Mobility and care plan management  
• Liaison with a range of medical professionals as needed assistance via School Nursing Team |
| • Additional in class TA support  
• Additional specialist teaching support  
• Educational Psychology assessment / support  
• Access to personal ICT/ adapted ICT equipment | • Individual protocols and plans for children with significant physical and or medical needs.  
• Additional modifications to the school environment  
• Additional resources to reduce individual barriers to learning  
• Occupational Therapy and Physiotherapy from qualified therapists and therapy assistants  
• Access to external advice and assessment.  
• Advice and outreach from Sensory Team |