Adaptive Teaching Provision	○ Visual timetable to support structure, routines and belonging ○ Visual scaffolds/anchor charts to support cognitive load ○ Opportunities for **structured (sentence stems)** partner talk and oracy ○ Clear adult modelling and use of I Do, We Do, You Do approaches ○ Regular AFL and use of flexible groupings to quickly address misconceptions			
Ordinarily Available Provision at Paxcroft	**Cognition and Learning**	**Communication & Interaction**	**SEMH**	**Sensory & Physical**
What is the Universal Offer at Paxcroft?	**General academic interventions** (e.g.Sounds-Write Keep up and Catch up, Sounds and Syllables, Numberstacks) **Working memory scaffolds** (e.g. chunking, post-input check-ins, ticklists, assistive tech, additional time) **Organisational/executive function scaffolds** (e.g. Now and Next, organisational grids, personal workstations, seating considerations, privacy screen) **Prompts/modelling scaffolds** (e.g. adaptive questioning, sound/word/spelling mats, writing frames, dual coding, talking tins, Colourful Semantics, pre-teaching)	**Communication interventions** (focus in Cracking Communication groups, SALT interventions, *Nelli*) **Organisational/executive function scaffolds** (e.g. Now and Next, organisational grids, personal workstations, seating considerations, privacy screen, timers) **Social communication scaffolds** (e.g. social stories, comic strip conversations, pre-teaching of social situations) **Speech and language scaffolds** (e.g. dual coding to support vocabulary, key word lanyards, short and simple sentences for instructions, adults modelling key sounds and enunciations back to pupils)	**ELSA 6 week intervention block** **Organisational/executive function scaffolds** (e.g. Now and Next, organisational grids, personal workstations, seating considerations, privacy screen, timers) **Belonging scaffolds** (e.g. explicit praise, class jobs, adult check ins around transitions, reward charts) **Sensory scaffolds** (e.g. movement breaks, sensory circuits, wobble cushions, resistance band around chair legs, snacks, access to class fidget box, ear defenders) **Emotional scaffolds** (e.g. 5 point scale, emotions lanyard, designated calm space, Zones of Regulation)	**Fine motor intervention (EYFS/KS1)** (e.g. Teach Handwriting) **Sensory scaffolds** (e.g. movement breaks, sensory circuits, wobble cushions, resistance band around chair legs, snacks, access to class fidget box, ear defenders) **Fine motor scaffolds** (e.g. writing slope, left-handed equipment, pencil and pen grips) Careful consideration of seating (seating plans including maths groups) **Specific low-level adaptations** (e.g. coloured overlays, seating position in the classroom, facing pupil when speaking, slides set to colour/off-white)
What Targeted Support do we offer at Paxcroft? For a child to be added to the SEND register (and to have a SEND plan), they should require provision **different than** or **additional to** the regular curriculum	**Tailored curriculum provision** (i.e., a pupil having 1:1 bespoke Sounds-Write sessions each day because they are not progressing in whole class sessions) **Tailored intervention work** (i.e., a pupil having a general academic intervention delivered in a way that is different to the usual implementation) **Follow-on interventions** (i.e., a child using Nessy following a dyslexia screener) **Onward referral** (i.e., a referral to SSENSC&L team or the EP for specific tailored curriculum techniques/delivery)	**Onward referral** (i.e., a referral to the BSS, the SALT for language disorder assessment, the SSENS C&I team for specific tailored curriculum techniques/delivery) **Tailored intervention work** (i.e., a pupil access an Attention Bucket intervention to grow attention span) **Managed unstructured time** (i.e., access to the Nurture Hub at lunch) **Personalised inclusion timetables** (i.e., a child who has a reduced education plan and attends alternative provision) **Highly tailored access to the curriculum** (i.e., heavily personalised workstation, consistent behaviour/belonging approaches and use of OAP that would otherwise lead to dysregulation)	**Onward referral** (i.e., a referral to the MHST, CAMHS, or CSL counselling for specific, targeted intervention work) **ELSA/Hub ongoing support** (i.e., a child who has regular termly access to a Drawing and Talking intervention) **Managed unstructured time** (i.e., access to the Nurture Hub at lunch or attending Nurture Soft Start) **Tailored intervention work** (i.e., a pupil access an Attention Bucket intervention to grow attention span) **Personalised inclusion timetables** (i.e., a child who has a reduced education plan and attends alternative provision) **Highly tailored access to the curriculum** (i.e., heavily personalised workstation, consistent behaviour/belonging approaches and use of OAP that would otherwise lead to dysregulation)	**Physical impairment scaffolds** (i.e., visual impairment resources, access to adapted furniture, specialised risk assessments, physio interventions) **Sensory support via a personal purchase** (i.e., standing writing desk, in-ear loops, weighted blankets) **Tailored curriculum provision** (i.e. adapted PE provision, individualised seating plans and adapted workstations, adaptive recording technology) **Intimate care plans** (i.e., children who need frequent changing beyond EYFS)