Whole school key priorities:

Narrowing gaps – attainment and progress for disadvantaged children.

- Attainment and progress for the lowest 20%
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- Ensure all children with SEND have their needs met and make good progress.

Ensure SEND children have the right level of support and challenge to progress.

Key priorities for Devon.

Ensure all children with SEND, Dream, Aspire and Believe.

Improvie communication with key stake holders

Improve support for children with Autism.

Timeliness and quality Education and Healthcare plans.

Quality First Teaching at SMUPS

Uniquely different – we are all different in our own special ways

United together – we will always be together as a family, regardless of what happens

Universally prepared – prepared for what the future might hold

Core Principles to reduce impact of barriers to learning	o A learning environment which includes reasonable adjustments in relation to acoustics, lighting, visual reinforcement, classroom positioning, access to board/focus on lessons, and minimal reflections off surfaces o A flexible and responsive approach to provision across all school systems with an individualised approach to learning key skills, e.g. literacy, numeracy and self-help o Careful adaptation of the broad and balanced curriculum by delivery and outcome o Targeted and structured individual / small group work to develop learning skills, build resilience, support positive outcomes The use of specific teaching strategies linked to pupils' needs and to ensure flexibility of thought o Consistent use of rewards and sanctions, including motivators in line with the school's behaviour policy and New marking policy o Staff effectively identify and support individual children's needs to ensure that they are making progress o Focused support from suitably skilled staff to develop and deliver support within the universal provision and through well-founded interventions o External agencies are involved and/or identified in multiagency support planning o Early Help support – early intervention to support families (e.g., Children Centre, Talk Works, Job Centre, Housing) Advice from appropriate external agencies on teaching approaches and recommendations are followed, (e.g. Educational Psychologists, Occupational Therapists, etc..)

	Universal Provision in class			
	Cognition and Learning	**Communication and Interaction**	**Social, emotional, and mental health**	**Sensory and/or Physical**
Learning Environment	Learning Environment Toolkit o Ensure displayed print is large enough to be read. o Access to laptop/iPad for dictation/immersive reader. o Phonics/spelling/vocabulary on display o Access to core English resources, e.g., Access to core Maths resources, e.g. Bead string, 100 square / number line, Base 10, Counters, Numicon, Vocabulary mats/banks.	Learning Environment Toolkit o Calm, structured environment with clear, visual information about what is happening and what is expected, e.g. visual timetables, widget symbols o Speech and Language rich environment developing receptive and expressive language skills o Communication in Print materials and symbols	Learning Environment Toolkit o 'Normal Magic' strategies for whole-class mental wellbeing and Early Help for Mental Health (EH4MH) o Class agreement/charter o Social and emotional development e.g. buddy systems, friendship strategies, 5-point scale / feelings display, Worry box or worry eater	Learning Environment Toolkit o Classroom de-cluttered and not visually overwhelming o Alternative environment/specific strategies to reduce sensory overload allowing sensory regulation (Sensory Box, Safe Space) o Range of writing implements available (writing slope) and alternative methods of recording including IT

Teacher Toolkit	o Dyslexia friendly core backing colour – beige. **Teacher Toolkit** o Support to develop core skills to enable successful learning (e.g. attention, listening skills) o Alternative ways of recording learning (e.g. immersive reader, video) o Extra time given to complete tasks which have a focus on prolonged reading and/or listening engagement o Teach spelling 'tricks', e.g. mnemonics, rhymes, Truggs. o Provide daily opportunities to experience success, praise effort and be positive about mistakes. o Precision teaching of reading, spelling and number facts. o Writing / planning frames (including Colourful Semantics). o Auditory processing tool kit.	**Teacher Toolkit** o Pre-teaching of vocabulary or concepts o Clear instructions given with visual and auditory clues to back up what is being said o Time to complete steps of instructions – for child to process what they have been told and their thoughts o Give instructions clearly and check understanding o Allow thinking time when answering questions o Avoid dictations and copying from the board o Short and direct language o Precision Teaching approach to independent practice	o Social seating and proximity to the teacher o Identified safe spaces for calming down **Teacher Toolkit** o Opportunities to develop social development, interaction and promote positive peer relationships o Structured routines, including regular whole-class circle time o Use of choice and motivation o Calming strategies – ask what the child finds calming o Tune in to signs of dysregulation - offering movement breaks, pre-empt difficult situations and plan accordingly o Widget restorative conversation prompts o Comic strip conversations o Sample 5-point scale o Leuven scale, Elsa Materials	o Manage screen-time (including interactive whiteboards/TVs) **Teacher Toolkit** o Modified curriculum which includes access to key vocabulary, visual approach to phonics and reading o Pre-writing activities/warm up (proprioception) o Letter formation and fine motor skills activities o Grip development, e.g. dough-disco o Pre-prepared work – child not writing date and LO o Develop note taking skills o Movement / sensory breaks/snacks o Ear defenders o Writing slopes o Gross motor skills activities
Pupil Toolkit				
Other Strategies	**Pupil Toolkit** o Visual task tick sheets / Planning templates to support organisation o Headset with microphone o Phonics/spelling/vocabulary mats/banks, including sentence openers o Talking tins o Coloured overlays	**Pupil Toolkit** o Prompt cards for group roles and conversation skills o Social stories to develop understanding of social situations o Widget now/next board Widget communication board/fan	**Pupil Toolkit** o Now and Next Boards o Emotional-scaling strategies o Personal 5-point scale Exit pass Cool down space	**Pupil Toolkit** o Adapted equipment (e.g., pencil grip) Handheld fidget toys – squeezy objects -wobble cushion

	Other strategies		Other strategies		Other strategies		Other strategies	
Enhanced Provision **Interventions**	o Early reading phonics catch up o Maths pre teaching o Number stacks o Precision maths o Trugs Reading o Toe by toe (dyslexic tendencies) o Memory games o DFE – Tutoring catch up		o NELI Language intervention o Speech and language link targeted provision o Talk boost o Lego therapy o Social games o Forest schools		o Elsa nurture support o PSHE games (SCARF) o Attachment base mentoring o Mindfulness – Take 10 mental health. o Emotional Literacy		o Dough disco o High five o Body gym o Visual motor integration (hand eye coordination) o Self-regulating activities o Fun fit	
	Intervention	**Duration/Frequency**	**Organisation**	**Intervention target**	**Pupils**	**Entry data/position**	**Exit data/position**	**Impact score & outcome**
Example -	*Early Reading Phonics Intervention, pack 5*	15 mins twice daily for 6 weeks	*Mr S at 9.15am and 2.45pm daily in the library*	*Be able to read and spell all Phase 5 spellings in context*	George Sophie	23/36 Rd, 15/36 Sp 12/36 Rd, 10/36Sp	23/36 Rd, 15/36 Sp *20/36 Rd, 15/36 Sp*	2 Good progress Improved Reading: move to Pack 6 with Pack 5words interleaved
Plan, Do, Assess, Review	Phonics Keep Up							
	Numberstacks							

Impact score key:	<mark>0= No impact = No progress compared to baseline assessment</mark> <mark>1 = Some impact compared to baseline assessment</mark> <mark>2 = Impact = Good progress compared to baseline</mark> <mark>3 = Impact plus = Better than expected progress from baseline</mark>			
Specialist Provision and planning	o My Plan o EHC Plan	o My Plan o EHC Plan	o My Plan o EHC Plan o Alternative timetable o Behavior care plan o Regulational Support Plan/Co regulation plan	o My Plan o EHC Plan o Intimate Care Plan o Personal Emergency Evacuation Plan
External Agencies	o Dyslexia out reach service (QE) o Educational Psychology	o Educational Psychology o Speech and Language o Autism Assessment pathway o Communication and Interaction Team	o Educational Psychology o GP or Paediatrician o CAMHs Support	o Educational Psychology o GP or Paediatrician o Occupational Therapy o Visual hearing impairment team

Children receiving tutoring	**SEND Support CHILDREN**
WORKING TOWARDS EHCP	**Pupil premium / Early Help families.**

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