

Appendix 1: In-class differentiation, additional and specialised support

*strategies and support is continually developed and revised in light of new research and the requirements of individual students

Area of need	Whole school ethos and practice	In-class differentiation strategies	Additional support	Specialised support
Communication & interaction	<ul style="list-style-type: none"> -training of staff to meet the diversity of communication and interaction skills -strong emphasis on speaking and listening -communication friendly learning environment including alternative ways of communicating e.g. communication boards 	<ul style="list-style-type: none"> -use clear and literal language -set chunked achievable tasks -students made aware of any changes to their routine -verbal participation encouraged -all language supported with visuals and physical resources -key word lists 	<ul style="list-style-type: none"> -Inclusion Homework Club -Key Worker Programme -speech and language therapy carry-over sessions delivered by school staff -teaching assistant support -exam access arrangements -Quiet Room at break and lunchtime 	<ul style="list-style-type: none"> -referrals to specialist services e.g. Advisory Teacher for Autism; Speech and Language Therapy; CAMHS; SENARS -speech and language therapy delivered by the Speech and Language Therapist
Cognition & learning	<ul style="list-style-type: none"> -training of staff to meet the diversity of cognitive and learning needs -high quality teaching for all students including those with learning barriers 	<ul style="list-style-type: none"> -handouts rather than copying off the board -writing frames -working memory strategies -tasks broken down into smaller, more discrete steps -extra time -memory aids 	<ul style="list-style-type: none"> -Inclusion Homework Club -Key Worker programme -Fresh Start phonics programme -teaching assistant support -exam access arrangements 	<ul style="list-style-type: none"> -referrals to specialist services e.g. Educational Psychology Service; Specialist SpLD Teacher; SENARS -adapted curriculum as part of the school's ARMS provision

<p>Social, mental and emotional health</p>	<ul style="list-style-type: none"> -consistent application of the school's behaviour policy with reasonable adjustments made -a positive, supportive and nurturing environment -PSHE curriculum and 'Wise Thoughts' programme delivered in form time -strong and informed pastoral system including form tutor, Head of Year and Deputy Head of Year and attached senior staff member 	<ul style="list-style-type: none"> -teacher praise and encouragement -support and develop study and organisation skills -time out card 	<ul style="list-style-type: none"> -mentoring -Young Carers Group offering support and respite activities -Pupil Support Plan (PSP) -support to build positive relationships -LAC Designated Lead to work with student -extracurricular clubs including Mindfulness -exam access arrangements 	<ul style="list-style-type: none"> -referrals to specialist services e.g. counsellors, Anna Freud; CAMHS; Safe Schools Officer; Social Services; SENARS
<p>Sensory and/ or physical</p>	<ul style="list-style-type: none"> -an accessible school environment for all students, staff and visitors -all school trips and extra-curricular activities are accessible to all students 	<ul style="list-style-type: none"> -adapted learning environment e.g. specialist chairs and equipment -use of adaptive technology including read aloud and scribe software -medical care plan 	<ul style="list-style-type: none"> -physiotherapy and occupational therapy sessions delivered by trained staff -teaching assistant support -exam access arrangements 	<ul style="list-style-type: none"> -referrals to specialist services e.g. Physiotherapy; Occupational Therapy; the Children's Sensory Team; SENARS -support from the School Nurse -professionals' meetings