

Area of Need	All pupils where appropriate	Catch-Up	Specialist
Cognition and Learning	Differentiated curriculum planning, activities, delivery and outcome. Increased visual aids/modelling etc Use of writing frames Group teacher support in class Drop in session for clarification	TA in class support for Literacy and Numeracy Small group booster sessions for Literacy and Numeracy Word and Number Shark Toe by Toe and Power of 2 New Reading and Thinking Comprehension Regular 1-1 reading with comprehension	1:1 Tuition for Literacy and Numeracy 1:1 in class support Task sheet for class work Blast off Reading Programme LUCID testing 1:1 Dyslexia tuition Referral for assessment. Support from external specialists 1:1 Numicon 'Breaking the Barrier' Beat Dyslexia Programme
Behaviour, Emotional and Social development	Whole school behaviour policy approach. Whole school/class rules. Class/School reward systems PSHE lessons Whole school target Merit points Classroom seating plan	Weekly behaviour report Occasional meeting with Head of Pastoral care and/or form tutor. Time to Talk (Rec – Year 2) Socially Speaking (Year 3 – 6) Individual reward system Small group play therapy 1:1 Self Esteem/Growth Mindset sessions	1:1 Play Therapist 1:1 Social and emotional support RAMP - Reducing Anxiety Management (LEA) Home/School record (daily) Behaviour contracts Mentoring (as appropriate) Access to counsellor (CAHMS)
Communication and Interaction	Differentiated curriculum planning, activities, delivery and outcome. E.g. simplified language Whole class drama lessons with support Increased visual aids/modelling etc Visual timetables Structured school and class routines. Opportunities for talk (partnered/group) ESB Examinations Y3 (presenting) Y5 (interviewing)	Time to Talk (Rec– Year 2) Socially Speaking (Year 3 – 6) Focused PSHE sessions with class EAL – Racing to English, 1:1 EAL session. Recommended additional speech and drama lessons Every Child a Talker (Pre-School)	Speech and Language Therapist 1:1 SALT recommended work with TA Small group communication sessions Social stories Support from external specialists
Sensory and/or physical	Differentiated P.E and Games, Art, Music sessions – Gross motor skills Handwriting sessions Reception - Year 2 Handwriting and spelling sessions Year 3 – 6 Increased visual aids/modelling etc Large print Classroom seating plan	Motor Skills United Additional handwriting support Recommended additional Art, Sport or instrumental lessons Busy Fingers Programme Pencil Grip Touch typing group	1:1 Motor skills Occupational Therapist – TA follow up Visual Stress assessment and overlay Physical need resources: cushion, slanted writing board, fiddle toy Typing options Support from external specialists