



Sandal Castle (VA) Community Primary School  
 Headteacher: Mrs N T Russell BA Hons PGCE NPQH  
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Sandal Castle Primary School

Inclusive Provision Mapping

Foundation Stage			
Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> <li>• Quality first teaching, differentiated curriculum planning, activities, delivery and outcome;</li> <li>• Visual aids/ modelling;</li> <li>• Illustrated dictionaries;</li> <li>• Alphabet strips;</li> <li>• Number lines;</li> <li>• Letters and numbers in all provision areas;</li> <li>• Full time TA support;</li> <li>• Visual timetable.</li> <li>• Modelling play skills</li> <li>• 'Wow' slips for celebrating achievement at home</li> </ul>	<ul style="list-style-type: none"> <li>• Additional name writing;</li> <li>• 'It's in a Little Bag'</li> </ul>	<ul style="list-style-type: none"> <li>• Individual work based on One Page Profile targets</li> </ul>
Communication and Interaction	<ul style="list-style-type: none"> <li>• Quality first teaching, differentiated curriculum planning, activities, delivery and outcome;</li> <li>• Visual aids/ modelling;</li> </ul>	<ul style="list-style-type: none"> <li>• Small group vocabulary building with TA</li> <li>• Working alongside in provision areas modelling simple language</li> </ul>	<ul style="list-style-type: none"> <li>• Individual One page Profile Work</li> <li>• Object based visual timetable</li> <li>• Symbol based visual timetable</li> <li>• Individual music interaction</li> </ul>



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	<ul style="list-style-type: none"> <li>• Simplified language;</li> <li>• 'I Can' small group vocabulary building with TA;</li> <li>• Working alongside in provision areas modelling simple language;</li> <li>• Musical Interaction</li> <li>• Time to Talk</li> <li>• Individual One Page Profile work;</li> <li>• Object based visual timetable</li> <li>• Symbol based visual timetable;</li> <li>• Individual musical interaction;</li> <li>• Language rich environment</li> <li>• Full time TA class support;</li> <li>• Visual timetable;</li> <li>• Role play area;</li> </ul>	<ul style="list-style-type: none"> <li>• Music Interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Individual speech therapy programmes</li> </ul>
Emotional, Behavioural and Social	<ul style="list-style-type: none"> <li>• Whole school behaviour policy;</li> <li>• Whole school/ class rules;</li> <li>• Whole school reward/ sanction systems;</li> <li>• Restorative practice</li> <li>• certificates for celebrating achievement at home</li> </ul>	<ul style="list-style-type: none"> <li>• Talk About</li> </ul>	<ul style="list-style-type: none"> <li>• Learning mentors</li> <li>• SPARKS and SPARLETS nurture groups.</li> </ul>
Sensory and Physical	<ul style="list-style-type: none"> <li>• Flexible teaching arrangements;</li> </ul>	<ul style="list-style-type: none"> <li>• 'It's in a Little Bag'</li> <li>• Fit to Learn</li> </ul>	<ul style="list-style-type: none"> <li>• Individual One Page Profile work</li> </ul>



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	<ul style="list-style-type: none"> <li>• Staff aware of implications of physical/ sensory impairment;</li> <li>• PE – specialist teacher and coaches.</li> <li>• High quality outdoor classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil grips</li> </ul>	<ul style="list-style-type: none"> <li>• Sensory basket – touch and feel</li> <li>• Sensory basket – sound</li> <li>• Dark den – light</li> <li>• Provision of chewelry, wobble cushions, ear defenders</li> </ul>
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Year 1			
Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> <li>• Quality first teaching, differentiated curriculum planning, activities, delivery and outcome;</li> <li>• Visual aids/ modelling;</li> <li>• Illustrated dictionaries;</li> <li>• Alphabet strips;</li> <li>• Number lines;</li> <li>• Example of excellent work on display</li> <li>• Full time TA support;</li> <li>• Visual timetable.</li> <li>• Informative marking</li> <li>• Homework.</li> <li>• Synthetics Phonic programme – RWI</li> </ul>	<ul style="list-style-type: none"> <li>• Rainbow words intervention</li> <li>• Numicon intervention</li> <li>• Fine motor skills intervention</li> <li>• 1<sup>st</sup> class at numbers intervention</li> <li>• RWI phonics small group work</li> <li>• Sentence Smart intervention</li> <li>• Clicker</li> <li>• Quick as Qwerty</li> <li>• Tux Type</li> <li>• Small group writing focus intervention</li> <li>• EAL intervention groups.</li> <li>• Direct phonics intervention</li> <li>• SPRINKLES / SPRINKLIES Cognition, Speech and</li> </ul>	<ul style="list-style-type: none"> <li>• Individual work based on One Page Profile targets</li> <li>• 1 to 1 dyslexia focus intervention group.</li> <li>• SPRINKLES / SPRINKLIES Cognition, Speech and Language and Communication group</li> </ul>



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	<ul style="list-style-type: none"> <li>• Spelling programme – RWI</li> <li>• Cracking comprehension.</li> </ul>	Language and Communication group.	
Communication and Interaction	<ul style="list-style-type: none"> <li>• Quality first teaching, differentiated curriculum planning, activities, delivery and outcome;</li> <li>• Visual aids/ modelling;</li> <li>• Simplified language;</li> <li>• small group vocabulary building with TA;</li> <li>• Full time TA class support</li> <li>• Visual timetable</li> <li>• Small world/ role play area</li> </ul>	<ul style="list-style-type: none"> <li>• Music Interaction</li> <li>• Talk About</li> <li>• SPRINKLES / SPRINKLIES Cognition, Speech and Language and Communication group.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual One page Profile Work</li> <li>• Object based visual timetable</li> <li>• Symbol based visual timetable</li> <li>• Now and next boards</li> <li>• Individual speech therapy programmes</li> </ul>
Emotional, Behavioural and Social	<ul style="list-style-type: none"> <li>• Whole school behaviour policy;</li> <li>• Whole school/ class rules;</li> <li>• Whole school reward/ sanction systems;</li> <li>• Restorative practice</li> <li>• certificates for celebrating achievement at home</li> <li>• Celebration assembly</li> </ul>	<ul style="list-style-type: none"> <li>• Talk About</li> <li>• Breakfast club</li> <li>• Afterschool clubs</li> <li>• Learning mentor</li> <li>• Lunchtime clubs</li> <li>• SPARKS drop in</li> <li>• SPRINKLES</li> </ul>	<ul style="list-style-type: none"> <li>• Learning mentors</li> <li>• SPARKS and SPARKLETS nurture groups.</li> <li>• TA support at playtimes/ lunchtimes</li> <li>• Home school book</li> <li>• Behaviour plans</li> <li>• Individual reward systems</li> <li>• Lunchtime clubs</li> <li>• SPARKS drop in</li> <li>• SRPRINKLES</li> </ul>
Sensory and Physical	<ul style="list-style-type: none"> <li>• Flexible teaching arrangements;</li> </ul>	<ul style="list-style-type: none"> <li>• 'It's in the Bag'</li> <li>• Fit to Learn</li> </ul>	<ul style="list-style-type: none"> <li>• Individual One Page Profile work</li> </ul>



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	<ul style="list-style-type: none"> <li>• Staff aware of implications of physical/ sensory impairment;</li> <li>• PE – specialist teacher and coaches.</li> <li>• High quality outdoor classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil grips</li> <li>• Writing slopes</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of fiddle toys, chewelry, wobble cushions, ear defenders</li> <li>• Modifications of print</li> <li>• Specialist school writing books</li> <li>• Writing slopes</li> <li>• Individual health care plans</li> </ul>
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Year 2			
Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> <li>• Quality first teaching, differentiated curriculum planning, activities, delivery and outcome;</li> <li>• Visual aids/ modelling;</li> <li>• Illustrated dictionaries;</li> <li>• Alphabet strips;</li> <li>• Number lines;</li> <li>• Example of excellent work on display</li> <li>• Full time TA support;</li> <li>• Visual timetable.</li> </ul>	<ul style="list-style-type: none"> <li>• Rainbow words intervention</li> <li>• Numicon intervention</li> <li>• Fine motor skills intervention</li> <li>• 1<sup>st</sup> class at numbers intervention</li> <li>• RWI phonics small group work</li> <li>• Sentence Smart intervention</li> <li>• Clicker</li> <li>• Quick as Qwerty</li> <li>• Tux Type</li> <li>• Small group writing focus intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Individual work based on One Page Profile targets</li> <li>• 1 to 1 dyslexia focus intervention group.</li> <li>• SPRINKLES / SPRINKLIES Cognition, Speech and Language and Communication group</li> </ul>



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	<ul style="list-style-type: none"> <li>• Informative marking</li> <li>• Homework.</li> <li>• Synthetics Phonic programme – RWI</li> <li>• Spelling programme – RWI</li> <li>• Cracking comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>• EAL intervention groups.</li> <li>• Direct phonics intervention</li> <li>• SPRINKLES / SPRINKLIES Cognition, Speech and Language and Communication group.</li> <li>• Additional part time teacher – focusing on reading and writing intervention.</li> </ul>	
Communication and Interaction	<ul style="list-style-type: none"> <li>• Quality first teaching, differentiated curriculum planning, activities, delivery and outcome;</li> <li>• Visual aids/ modelling;</li> <li>• Simplified language;</li> <li>• small group vocabulary building with TA;</li> <li>• Full time TA class support</li> <li>• Visual timetable</li> <li>• Small world/ role play area</li> </ul>	<ul style="list-style-type: none"> <li>• Music Interaction</li> <li>• Talk About</li> <li>• SPRINKLES / SPRINKLIES Cognition, Speech and Language and Communication group.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual One page Profile Work</li> <li>• Object based visual timetable</li> <li>• Symbol based visual timetable</li> <li>• Now and next boards</li> <li>• Individual speech therapy programmes</li> </ul>
Emotional, Behavioural and Social	<ul style="list-style-type: none"> <li>• Whole school behaviour policy;</li> <li>• Whole school/ class rules;</li> <li>• Whole school reward/ sanction systems;</li> <li>• Restorative practice</li> <li>• certificates for celebrating achievement at home</li> </ul>	<ul style="list-style-type: none"> <li>• Talk About</li> <li>• Breakfast club</li> <li>• Afterschool clubs</li> <li>• Learning mentor</li> <li>• Lunchtime clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Learning mentors</li> <li>• SPARKS and SPARKLETS nurture groups.</li> <li>• TA support at playtimes/ lunchtimes</li> <li>• Home school book</li> <li>• Behaviour plans</li> <li>• Individual reward systems</li> </ul>



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	<ul style="list-style-type: none"> <li>• Celebration assembly</li> </ul>		<ul style="list-style-type: none"> <li>• Lunchtime clubs</li> <li>• SPARKS drop in</li> <li>• SRPRINKLES</li> </ul>
Sensory and Physical	<ul style="list-style-type: none"> <li>• Flexible teaching arrangements;</li> <li>• Staff aware of implications of physical/ sensory impairment;</li> <li>• PE – specialist teacher and coaches.</li> <li>• High quality outdoor classroom</li> </ul>	<ul style="list-style-type: none"> <li>• 'It's in the Bag'</li> <li>• Fit to Learn</li> <li>• Pencil grips</li> <li>• Writing slopes</li> </ul>	<ul style="list-style-type: none"> <li>• Individual One Page Profile work</li> <li>• Provision of fiddle toys, chewelry, wobble cushions, ear defenders</li> <li>• Modifications of print</li> <li>• Specialist school writing books</li> <li>• Writing slopes</li> <li>• Individual health care plans</li> </ul>

Year 3			
Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> <li>• Quality first teaching, differentiated curriculum planning, activities, delivery and outcome;</li> <li>• Visual aids/ modelling;</li> <li>• Illustrated dictionaries;</li> <li>• Alphabet strips;</li> <li>• Number lines;</li> <li>• Example of excellent work on</li> </ul>	<ul style="list-style-type: none"> <li>• Rainbow words intervention</li> <li>• Numicon intervention</li> <li>• Fine motor skills intervention</li> <li>• RWI phonics small group work</li> <li>• Sentence Smart intervention</li> <li>• Clicker</li> <li>• Quick as Qwerty</li> <li>• Tux Type</li> <li>• Small group writing focus</li> </ul>	<ul style="list-style-type: none"> <li>• Individual work based on One Page Profile targets</li> <li>• 1 to 1 dyslexia focus intervention group.</li> <li>• SPRINKLES / SPRINKLIES Cognition, Speech and Language and Communication group</li> <li>• Daily Readers</li> </ul>



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	<p>display</p> <ul style="list-style-type: none"> <li>• Full time TA support;</li> <li>• Visual timetable.</li> <li>• Informative marking</li> <li>• Homework.</li> <li>• Synthetics Phonic programme – RWI</li> <li>• Spelling programme – RWI</li> <li>• Cracking comprehension.</li> </ul>	<p>intervention</p> <ul style="list-style-type: none"> <li>• EAL intervention groups.</li> <li>• Direct phonics intervention</li> <li>• SPRINKLES / SPRINKLIES Cognition, Speech and Language and Communication group.</li> </ul>	
Communication and Interaction	<ul style="list-style-type: none"> <li>• Quality first teaching, differentiated curriculum planning, activities, delivery and outcome;</li> <li>• Visual aids/ modelling;</li> <li>• Simplified language;</li> <li>• small group vocabulary building with TA;</li> <li>• Full time TA class support</li> <li>• Visual timetable</li> <li>• Small world</li> </ul>	<ul style="list-style-type: none"> <li>• Talk About</li> <li>• SPRINKLES / SPRINKLIES Cognition, Speech and Language and Communication group.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual One page Profile Work</li> <li>• Object based visual timetable</li> <li>• Symbol based visual timetable</li> <li>• Now and next boards</li> <li>• Individual speech therapy programmes</li> </ul>
Emotional, Behavioural and Social	<ul style="list-style-type: none"> <li>• Whole school behaviour policy;</li> <li>• Whole school/ class rules;</li> <li>• Whole school reward/ sanction systems;</li> <li>• Restorative practice</li> <li>• certificates for celebrating</li> </ul>	<ul style="list-style-type: none"> <li>• Talk About</li> <li>• Breakfast club</li> <li>• Afterschool clubs</li> <li>• Learning mentor</li> <li>• Lunchtime clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Learning mentors</li> <li>• SPARKS and SPARKLETS nurture groups.</li> <li>• TA support at playtimes/ lunchtimes</li> <li>• Home school book</li> <li>• Behaviour plans</li> </ul>





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	<ul style="list-style-type: none"> <li>achievement at home</li> <li>Celebration assembly</li> </ul>		<ul style="list-style-type: none"> <li>Individual reward systems</li> <li>Lunchtime clubs</li> <li>SPARKS drop in</li> <li>SRPRINKLES</li> </ul>
Sensory and Physical	<ul style="list-style-type: none"> <li>Flexible teaching arrangements;</li> <li>Staff aware of implications of physical/ sensory impairment;</li> <li>PE – specialist teacher and coaches.</li> <li>High quality outdoor classroom</li> </ul>	<ul style="list-style-type: none"> <li>Fit to Learn</li> <li>Pencil grips</li> <li>Writing slopes</li> </ul>	<ul style="list-style-type: none"> <li>Individual One Page Profile work</li> <li>Provision of fiddle toys, chewelry, wobble cushions, ear defenders</li> <li>Modifications of print</li> <li>Specialist school writing books</li> <li>Writing slopes</li> <li>Individual health care plans</li> </ul>

Year 4			
Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> <li>Quality first teaching, differentiated curriculum planning, activities, delivery and outcome;</li> <li>Visual aids/ modelling;</li> <li>Illustrated dictionaries;</li> <li>Alphabet strips;</li> <li>Number lines;</li> </ul>	<ul style="list-style-type: none"> <li>Rainbow words intervention</li> <li>Numicon intervention</li> <li>Fine motor skills intervention</li> <li>RWI phonics small group work</li> <li>Sentence Smart intervention</li> <li>Clicker</li> <li>Quick as Qwerty</li> <li>Tux Type</li> </ul>	<ul style="list-style-type: none"> <li>Individual work based on One Page Profile targets</li> <li>1 to 1 dyslexia focus intervention group.</li> <li>SPRINKLES / SPRINKLIES Cognition, Speech and Language and Communication group</li> </ul>



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	<ul style="list-style-type: none"> <li>• Example of excellent work on display</li> <li>• Full time TA support;</li> <li>• Visual timetable.</li> <li>• Informative marking</li> <li>• Homework.</li> <li>• Synthetics Phonic programme – RWI</li> <li>• Spelling programme – RWI</li> <li>• Cracking comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group writing focus intervention</li> <li>• EAL intervention groups.</li> <li>• Direct phonics intervention</li> <li>• SPRINKLES / SPRINKLIES Cognition, Speech and Language and Communication group.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Readers</li> </ul>
Communication and Interaction	<ul style="list-style-type: none"> <li>• Quality first teaching, differentiated curriculum planning, activities, delivery and outcome;</li> <li>• Visual aids/ modelling;</li> <li>• Simplified language;</li> <li>• small group vocabulary building with TA;</li> <li>• Full time TA class support</li> <li>• Visual timetable</li> <li>• Small world</li> </ul>	<ul style="list-style-type: none"> <li>• Talk About</li> <li>• SPRINKLES / SPRINKLIES Cognition, Speech and Language and Communication group.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual One page Profile Work</li> <li>• Object based visual timetable</li> <li>• Symbol based visual timetable</li> <li>• Now and next boards</li> <li>• Individual speech therapy programmes</li> </ul>
Emotional, Behavioural and Social	<ul style="list-style-type: none"> <li>• Whole school behaviour policy;</li> <li>• Whole school/ class rules;</li> <li>• Whole school reward/ sanction systems;</li> <li>• Restorative practice</li> </ul>	<ul style="list-style-type: none"> <li>• Talk About</li> <li>• Breakfast club</li> <li>• Afterschool clubs</li> <li>• Learning mentor</li> <li>• Lunchtime clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Learning mentors</li> <li>• SPARKS and SPARKLETS nurture groups.</li> <li>• TA support at playtimes/ lunchtimes</li> <li>• Home school book</li> </ul>



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	<ul style="list-style-type: none"> <li>certificates for celebrating achievement at home</li> <li>Celebration assembly</li> </ul>		<ul style="list-style-type: none"> <li>Behaviour plans</li> <li>Individual reward systems</li> <li>Lunchtime clubs</li> <li>SPARKS drop in</li> <li>SRPRINKLES</li> </ul>
Sensory and Physical	<ul style="list-style-type: none"> <li>Flexible teaching arrangements;</li> <li>Staff aware of implications of physical/ sensory impairment;</li> <li>PE – specialist teacher and coaches.</li> <li>High quality outdoor classroom</li> </ul>	<ul style="list-style-type: none"> <li>Fit to Learn</li> <li>Pencil grips</li> <li>Writing slopes</li> </ul>	<ul style="list-style-type: none"> <li>Individual One Page Profile work</li> <li>Provision of fiddle toys, chewelry, wobble cushions, ear defenders</li> <li>Modifications of print</li> <li>Specialist school writing books</li> <li>Writing slopes</li> <li>Individual health care plans</li> </ul>

Year 5			
Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> <li>Quality first teaching, differentiated curriculum planning, activities, delivery and outcome;</li> <li>Visual aids/ modelling;</li> <li>Illustrated dictionaries;</li> <li>Alphabet strips;</li> </ul>	<ul style="list-style-type: none"> <li>Rainbow words intervention</li> <li>Numicon intervention</li> <li>Fine motor skills intervention</li> <li>RWI phonics small group work</li> <li>Sentence Smart intervention</li> <li>Clicker</li> <li>Quick as Qwerty</li> </ul>	<ul style="list-style-type: none"> <li>Individual work based on One Page Profile targets</li> <li>1 to 1 dyslexia focus intervention group.</li> <li>SPRINKLES / SPRINKLIES Cognition, Speech and Language and Communication</li> </ul>



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	<ul style="list-style-type: none"> <li>• Number lines;</li> <li>• Example of excellent work on display</li> <li>• Full time TA support;</li> <li>• Visual timetable.</li> <li>• Informative marking</li> <li>• Homework.</li> <li>• Synthetics Phonic programme – RWI</li> <li>• Spelling programme – RWI</li> <li>• Cracking comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>• Tux Type</li> <li>• Small group writing focus intervention</li> <li>• EAL intervention groups.</li> <li>• Direct phonics intervention</li> <li>• SPRINKLES / SPRINKLIES Cognition, Speech and Language and Communication group.</li> </ul>	<p>group</p> <ul style="list-style-type: none"> <li>• Daily Readers</li> </ul>
Communication and Interaction	<ul style="list-style-type: none"> <li>• Quality first teaching, differentiated curriculum planning, activities, delivery and outcome;</li> <li>• Visual aids/ modelling;</li> <li>• Simplified language;</li> <li>• small group vocabulary building with TA;</li> <li>• Full time TA class support</li> <li>• Visual timetable</li> <li>• Small world</li> </ul>	<ul style="list-style-type: none"> <li>• Talk About</li> <li>• SPRINKLES / SPRINKLIES Cognition, Speech and Language and Communication group.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual One page Profile Work</li> <li>• Object based visual timetable</li> <li>• Symbol based visual timetable</li> <li>• Now and next boards</li> <li>• Individual speech therapy programmes</li> </ul>
Emotional, Behavioural and Social	<ul style="list-style-type: none"> <li>• Whole school behaviour policy;</li> <li>• Whole school/ class rules;</li> <li>• Whole school reward/ sanction systems;</li> </ul>	<ul style="list-style-type: none"> <li>• Talk About</li> <li>• Breakfast club</li> <li>• Afterschool clubs</li> <li>• Learning mentor</li> <li>• Lunchtime clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Learning mentors</li> <li>• SPARKS and SPARKLETS nurture groups.</li> <li>• TA support at playtimes/ lunchtimes</li> </ul>



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	<ul style="list-style-type: none"> <li>• Restorative practice</li> <li>• certificates for celebrating achievement at home</li> <li>• Celebration assembly</li> </ul>		<ul style="list-style-type: none"> <li>• Home school book</li> <li>• Behaviour plans</li> <li>• Individual reward systems</li> <li>• Lunchtime clubs</li> <li>• SPARKS drop in</li> <li>• SRPRINKLES</li> </ul>
Sensory and Physical	<ul style="list-style-type: none"> <li>• Flexible teaching arrangements;</li> <li>• Staff aware of implications of physical/ sensory impairment;</li> <li>• PE – specialist teacher and coaches.</li> <li>• High quality outdoor classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Fit to Learn</li> <li>• Pencil grips</li> <li>• Writing slopes</li> </ul>	<ul style="list-style-type: none"> <li>• Individual One Page Profile work</li> <li>• Provision of fiddle toys, chewelry, wobble cushions, ear defenders</li> <li>• Modifications of print</li> <li>• Specialist school writing books</li> <li>• Writing slopes</li> <li>• Individual health care plans</li> </ul>

Year 6			
Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> <li>• Quality first teaching, differentiated curriculum planning, activities, delivery and outcome;</li> <li>• Visual aids/ modelling;</li> <li>• Illustrated dictionaries;</li> </ul>	<ul style="list-style-type: none"> <li>• Rainbow words intervention</li> <li>• Numicon intervention</li> <li>• Fine motor skills intervention</li> <li>• RWI phonics small group work</li> <li>• Sentence Smart intervention</li> <li>• Clicker</li> </ul>	<ul style="list-style-type: none"> <li>• Individual work based on One Page Profile targets</li> <li>• 1 to 1 dyslexia focus intervention group.</li> <li>• SPRINKLES / SPRINKLIES Cognition, Speech and</li> </ul>



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	<ul style="list-style-type: none"> <li>Alphabet strips;</li> <li>Number lines;</li> <li>Example of excellent work on display</li> <li>Full time TA support;</li> <li>Visual timetable.</li> <li>Informative marking</li> <li>Homework.</li> <li>Synthetic Phonic programme – RWI</li> <li>Spelling programme – RWI</li> <li>Cracking comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>Quick as Qwerty</li> <li>Tux Type</li> <li>Small group writing focus intervention</li> <li>EAL intervention groups.</li> <li>Direct phonics intervention</li> <li>SPRINKLES / SPRINKLIES Cognition, Speech and Language and Communication group.</li> </ul>	<p>Language and Communication group</p> <ul style="list-style-type: none"> <li>Daily Readers</li> <li>1 to 1 tuition</li> <li>Boosters</li> </ul>
Communication and Interaction	<ul style="list-style-type: none"> <li>Quality first teaching, differentiated curriculum planning, activities, delivery and outcome;</li> <li>Visual aids/ modelling;</li> <li>Simplified language;</li> <li>small group vocabulary building with TA;</li> <li>Full time TA class support</li> <li>Visual timetable</li> <li>Small world</li> </ul>	<ul style="list-style-type: none"> <li>Talk About</li> <li>SPRINKLES / SPRINKLIES Cognition, Speech and Language and Communication group.</li> </ul>	<ul style="list-style-type: none"> <li>Individual One page Profile Work</li> <li>Object based visual timetable</li> <li>Symbol based visual timetable</li> <li>Now and next boards</li> <li>Individual speech therapy programmes</li> </ul>
Emotional, Behavioural and Social	<ul style="list-style-type: none"> <li>Whole school behaviour policy;</li> <li>Whole school/ class rules;</li> <li>Whole school reward/</li> </ul>	<ul style="list-style-type: none"> <li>Talk About</li> <li>Breakfast club</li> <li>Afterschool clubs</li> <li>Learning mentor</li> </ul>	<ul style="list-style-type: none"> <li>Learning mentors</li> <li>SPARKS and SPARKLETS nurture groups.</li> <li>TA support at playtimes/</li> </ul>



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	<p>sanction systems;</p> <ul style="list-style-type: none"> <li>• Restorative practice</li> <li>• certificates for celebrating achievement at home</li> <li>• Celebration assembly</li> </ul>	<ul style="list-style-type: none"> <li>• Lunchtime clubs</li> </ul>	<p>lunchtimes</p> <ul style="list-style-type: none"> <li>• Home school book</li> <li>• Behaviour plans</li> <li>• Individual reward systems</li> <li>• Lunchtime clubs</li> <li>• SPARKS drop in</li> <li>• SRPRINKLES</li> </ul>
Sensory and Physical	<ul style="list-style-type: none"> <li>• Flexible teaching arrangements;</li> <li>• Staff aware of implications of physical/ sensory impairment;</li> <li>• PE – specialist teacher and coaches.</li> <li>• High quality outdoor classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Fit to Learn</li> <li>• Pencil grips</li> <li>• Writing slopes</li> </ul>	<ul style="list-style-type: none"> <li>• Individual One Page Profile work</li> <li>• Provision of fiddle toys, chewelry, wobble cushions, ear defenders</li> <li>• Modifications of print</li> <li>• Specialist school writing books</li> <li>• Writing slopes</li> <li>• Individual health care plans</li> </ul>



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