

## Redland School Ordinarily Available Provision

<b>Whole School Provision</b>				
<b>Area of need</b>	<b>Universal (All areas of need)</b>	<b>Universal</b>	<b>Targeted</b>	<b>Specialist</b>
<b>Communication and Interaction</b>	High Quality Teaching Explicit Instruction Scaffolded Tasks Adaptive Teaching Flexible Grouping Using Technology Pastoral Support	Oracy sentence stems Communication cards Talk Tins Now and Next cards Sentence Strips Individual timetables Social stories Workstations Checklists and task lists Visual timers/sand timers Colourful semantics Class visual timetable Use of dual coded visuals	Speech and Language (SALT) interventions Educational Psychologist support	Speech and Language (SALT) (Section F EHCP)  Educational Psychologist
<b>Cognition and Learning</b>		Visual Stress considerations: Whiteboard backgrounds/ learning wall backgrounds neutral Overlearning opportunities Accessible teaching slides (dyslexia friendly font/ neutral backgrounds) Clear modelling of tasks Targeted questioning Pre-teaching opportunities Flexible/adjusted seating Use of dual coded visuals Use of concrete manipulatives Flexible seating Reading rulers Timetable Rockstar's Education Shed Word Mats	Redland Readers Beat Dyslexia Precision Teaching Toe by Toe Plus One Power of Two SSEN Teams support Educational Psychologist Support SATS/Phonics/TT access arrangements Assistive technology Educational Psychologists support	REP
<b>Social, Emotional and Mental Health</b>		(Emotional Literacy Support Assistant) ELSA Regulation/calm time after transition Regulation space Outdoor Play and Learning (OPAL) lunchtimes Soft Starts Mental health check ins	Enhanced transition support Regulation/Calm time after transition Educational Psychologist Support Enhance Transition support Childhood and Adolescent Mental Health Services (CAHMS) Behaviour Support (SIAT/SISA)	Emotional Literacy Support Assistant (ELSA) (Section F EHCP) Alternative provision 1:1 support REP

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		<p>Emotions cards          Access to Den/ELSA room          School rabbits          Individual timetables          Flexible seating          Nurture Group          Regulation Break (Exit card)          Visual timer to aid transitions          Year 6 Buddy System          Pastoral Support          20:20:20 Lunchtimes</p>	<p>Play Therapy          Forest Schools          Individual PDA Choices          Educational Psychologist Support</p>	
<p><b>Sensory and/or Physical Needs</b></p>		<p>Movement breaks (Exit cards)          Concentration aids          Motor skills group          Ear defenders          Coloured overlays          Wobble cushion          Seat wedge          Pencil grips          Therabands          Different Width Lines in books          Adaptive writing equipment (chunky writing pencils, pencil grips, writing tablets)</p>	<p>Communication cards          Sensory seat          Educational Psychologist Support          Motor Skills Group</p>	<p>Access to specialist equipment          REP          Occupational Therapy referral</p>