

How will you help me? Highlight all adaptations/supports in place to achieve targets		BLUE = EHCP Section F Provision			
	Speech and Lang.	Social Comm.	Cog. & Learning	SEMH	Phys & Sensory
Universal Supports (INDEX 1+)	<ul style="list-style-type: none"> Dual coding through visuals/objects (e.g. visual timetable, comic strips) Cue in instructions by name Simplify instructions Thinking time before responding Check understanding Cue in changes of topic Model how to ask for help / to clarify an instruction Word banks Pre-teach vocab Considered partners for group work Targeted questioning (based on Blanks levels) Speech sound modeling when repeating back (My Turn, Your Turn) Wellcomm / Neli / Group speech support 	<ul style="list-style-type: none"> Dual coding through visuals/objects (e.g. visual timetable, timers) Clear, consistent routines (e.g. seats) Prep. for changes (e.g. timers, now/next phrasing) Adapt to special interests Agreed calming area or strategy Modelled emotional language (I think you are feeling) Explicitly teach social/emotional skills (e.g. Zones of Reg.) Adult-guided play/ group work to model social communication Adapted play/lunch routines 	<ul style="list-style-type: none"> Dual coding through visuals/objects (e.g. visual timetable, manipulatives) Assessment for Learning & adaptive teaching methods to pitch tasks appropriately Simple, clear language Revisit prior learning more frequently Use real-life experiences for child Thinking time before responding Check understanding Break down tasks into smaller chunks Use alternatives to writing where poss. Multi-sensory teaching Small group in-class/ catchup/ pre-teach Considered seating near adult/ role model Fasttrack Phonics 	<ul style="list-style-type: none"> Dual coding through visuals/objects (e.g. visual timetable, emotions visuals) Responsibilities/roles to boost self-esteem Clear modeling of positive behaviours and praise when seen ('Catch me good') Fix it folder / restorative approaches to any challenging or harmful events Positive Behaviour Strategies (Norfolk Steps) PATHS / Zones of Regulation strategies around regulation Adults 'annotate' or model their own feelings to the child 	<p>Physical</p> <ul style="list-style-type: none"> Fine/Gross Motor skills group interventions Adapted equipment (pencils, grips etc) For specific physical issues (such as hearing, sight or mobility) see SENDCo for guidance <p>Sensory</p> <ul style="list-style-type: none"> Sensory audit to identify triggers / calming strategies Considered seating Movement breaks Adapted resources (fidget bands / cushions) Multi-sensory teaching Sensory Circuits Ear defenders Adapted play/lunch routines
Targeted (4+)	<ul style="list-style-type: none"> SLCN screening tool used to identify personalised targets 1-1 Speech sound intervention, guided by speech screener 1-1 or small group Blanks intervention (vocabulary) Personalised visual aids / prompts (e.g. core board) SENDCo to consider referral to SaLT/ATT Attention Autism sessions Colourful Semantics support / intervention 	<ul style="list-style-type: none"> 1:1 or small group work on specific issue Lego/Brick-based therapy intervention Social stories Personalised visual timetable and prompts (e.g. Now and Next board) Adult support in managing transitions SENDCo to consider referral to Ed Psych. / ASD outreach / SCT SENDCo to meet with parents/carers to consider NDS referral 	<ul style="list-style-type: none"> Screening tools used to identify barriers & set personalised targets Consistent adult support in small group work in core lessons Booster / pre-teach sessions on key skills Additional 1:1 booster learning sessions 1:1 or small group memory skills sessions SENDCo to consider referral to Ed Psych. / ATT/Dyslexia Outreach 	<ul style="list-style-type: none"> Regular 1:1 check in time with an adult to discuss daily events & strategies to manage feelings or anxieties Increased Home-school communication to share positives and track triggers Small group/1:1 work on nurture/emotional reg. Personalised ZoR toolkit Personalised 5 point scale SENDCo to consider referral to Ed Psych/ Inclusion & SEND / SCT 	<ul style="list-style-type: none"> 1:1 Gross/Fine motor skills intervention Personalised equipment (scissors, writing area) Individual sensory kit Additional sensory breaks or strategies Personalised workspace/ alternate working area SENDCo to consider referral to OT/Physio SENDCo to meet with parents/carers to consider NDS referral
Specialist (6+)	<ul style="list-style-type: none"> SaLT input and plan Alternative communication strategy (e.g. Obj. Of Ref, PECS; sign language) SRB referral / outreach placement Intensive Interaction 	<ul style="list-style-type: none"> 1:1 support at breaks and lunchtimes 1:1 support in class to help manage social interactions Pos. Behaviour Support Plan (PBSP) for scripting SRB referral / placement 	<ul style="list-style-type: none"> 1:1 support in class to help access a personalized curriculum Personalised alternative recording method (e.g. ATT resources) SRB referral / outreach / placement TEACCH workstation 	<ul style="list-style-type: none"> 1:1 classroom support CAMHS referral / support 1:1 counselling Pos. Behaviour Support Plan (PBSP) for scripting SRB Referral / outreach/ placement Short-term reduced timetable 	<ul style="list-style-type: none"> Physio or OT input 1:1 support for PE or other physical tasks Personalised adaptive technology (ATT / medical team) Personalised sensory diet (informed by OT) Virtual Schools
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