

Ordinarily Available Provision at Seamer & Irton CP School



Area of Need	Provision
Communication and Interaction (including ASC)	<ul style="list-style-type: none"> • Every class has a visual timetable that is used and referred to daily (in EYFS Photos of objects, in KS1 Widgeits, in KS2 just text) • Now and Next boards for children • Move and sit cushions, fidget tangles, ear defenders as required • Use of a task planner to promote independence • Use literal language and be explicit • Give clear start and finish points • Break down and repeat instructions and check students understanding by asking them to repeat them back • Concentration tables • Movement / learning breaks
Cognition and Learning (including Dyslexia)	<ul style="list-style-type: none"> • Reading rulers, tinted exercise books, voice recognition technology and reading technology • Use dyslexia friendly fonts and backgrounds on the IWB • Use of pictures to support dual coding • Don't ask students to copy more than a couple of words • Break information and instructions down into chunks and keep oral instructions slow, brief and clear • Displays can be easily read from all points of the classroom
Social, Emotional and Mental Health (including ADHD)	<ul style="list-style-type: none"> • Start with a clean slate each day • Make expectations clear and fair • Praise students in public (unless they find this difficult) • Move and sit cushions, fidget tangles, ear defenders as required • Concentration tables • Movement / learning breaks • Use students' names and ensure you have their full attention before giving instructions
Sensory, Physical and Medical needs (including Type 1 diabetes)	<ul style="list-style-type: none"> • Pencil grips and easi-grip scissors • Move and sit cushions, fidget tangles, ear defenders as required • Careful consideration is given to seating (VI or HI) • Check understanding of instructions and explanations by asking the student to repeat them back to you.