WHOLE SCHOOL PROVISION	SEMH	Cognition and learning	Communication and interaction	Physical and sensory
Universal	• Positive behaviour reward systems • Strong relationships between staff and peers • Inclusive environment • Consistent classroom routines • Zones of Regulation • Calm corners • Transition support • Self-esteem and confidence work in RSE lessons	• Visual timetables • Now and next boards • Scaffolding • Flexible groupings • Multi-sensory approaches • Visual cues – letter formation • Off white backgrounds • Dyslexia friendly fonts • Widgits • Colourful semantics whole class • Concrete resources • Reading rulers	• Visual aids – widgit • Class/school routines • Structured choices • Simple instructions • Thinking time (10 seconds) • Scaffolds like words mats, phonics sound mats • Sign of the week • Chunked lessons	• Whole class morning moves • Brain breaks • Calm corners • Sensory safe classrooms – reduced harsh lighting, accessible space, neutral colours • Multi-sensory approach • Pencil grips • Alternative seating
Targeted	• Personalized rewards • Regular check-ins • Sensory circuits • Social interventions – brick by brick therapy • Personalized sensory box • The incredible 5 point scale • Morning check ins and additional transition time	• RWI interventions • IDL interventions • Small group intervention • Technology- text to speech etc • Reader pen • Colourful semantics intervention • Fry Word reading • Pre-teaching	• Speech and language intervention • Social interventions – brick by brick therapy • Pre-teaching words and concepts • Comic strip conversations	• Sensory circuits • Fine motor skills • Adult support during class activities – small group work • Work printed on visually accessible colours • Explicit teaching Writing aids – different pencils, slopes etc • Sensory interventions
Enhanced	• Pastoral team • Teaching specific skills – SEL • ELSA • Attachment play	• Personalized interventions – i.e. dyslexia support • Differentiated/personalized curriculum working in line with child's attainment • Adapted learning tasks within age related expectations	• Individualized communication (sign language, core boards) • Speech and language intervention by therapist	• Occupational therapy • 1:1 support for movement and personal needs • Specialized equipment – i.e. hearing devices, communication devices