

## Frenchay's Whole School Provision and Graduated Offer 2025 – 2026.

### Wave 1 Inclusive quality first teaching for all.

Good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work, adaptive strategies and creating an inclusive learning environment.

<b>Communication and Interaction</b> <i>Including ASD &amp; SCLN</i>	<b>Cognition and Learning</b> <i>Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)</i>	<b>Sensory and/or Physical</b> <i>Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability,</i>	<b>Social, Mental and Emotional Health</b> <i>Including ADHD</i>
<b>Universal Whole School Provision</b>	<b>Universal Whole School Provision</b>	<b>Universal Whole School Provision</b>	<b>Universal Whole School Provision</b>
<ul style="list-style-type: none"> <li>○ Believe, Belong, Become</li> <li>○ Adaptive Teaching Strategies eg Chunking, specific vocabulary teaching, simplified instruction.</li> <li>○ Steps to Success</li> <li>○ Dual Coding instruction</li> <li>○ Structured school and classroom routines</li> <li>○ Graduated and scripted Behaviour Policy.</li> <li>○ Warning of change</li> <li>○ Increased visual aids/modelling</li> <li>○ Visual timetables</li> <li>○ Word Bank</li> <li>○ Discussion Guidelines eg Voice 21</li> <li>○ Classroom Talk intervention</li> <li>○ Small world play and Role Play</li> <li>○ Repetition/clarification of instructions</li> <li>○ SaLT Screening</li> <li>○ Consistent language across school, Silent, Straight, Sensible,</li> <li>○ 1,2,3 Eyes on Me.</li> </ul>	<ul style="list-style-type: none"> <li>○ I do, We do, You do approach</li> <li>○ Written Steps to Success</li> <li>○ Teaching Learning Behaviours – Frenchay FABRIC</li> <li>○ Modelled writes/modelled thinking</li> <li>○ Live marking</li> <li>○ Guided groups using Afl</li> <li>○ Repetition/clarification of instructions</li> <li>○ Use of ICT</li> <li>○ Visual aids</li> <li>○ Scaffolds (toolkit)</li> <li>○ Visual timetables</li> <li>○ Working walls</li> <li>○ Illustrated dictionaries</li> <li>○ Use of writing frames</li> <li>○ Levelled reading books, fluency books.</li> <li>○ Little Wandle – evidence based synthetic phonics</li> <li>○ 1:1 reading and Priority readers</li> <li>○ Weekly spelling lists (phonics led)</li> <li>○ Daily Handwriting Letterjoin</li> <li>○ Fluency Flooding in EYFS/KS1</li> <li>○ Spelling Shed (Year 2 onwards)</li> <li>○ Reading Shed – Reading VIPERS – evidence-based approach.</li> <li>○ Number Sense maths</li> <li>○ Literacy Gold</li> </ul>	<ul style="list-style-type: none"> <li>○ Flexible seating arrangements</li> <li>○ Handwriting/fine motor control support</li> <li>○ Specialist resources – pencil grips, triangular pencils, variety of types of scissors,</li> <li>○ Letterjoin Handwriting programme</li> <li>○ Multi-sensory equipment</li> <li>○ Sand and water play (EYFS)</li> <li>○ Provision of left-handed equipment</li> <li>○ Proprioception support</li> </ul>	<ul style="list-style-type: none"> <li>○ Believe Belong Become</li> <li>○ Whole school graduated response behaviour policy, incorporating Paul Dix and Zones of regulation</li> <li>○ Restorative conversations</li> <li>○ Zones of regulation support groups</li> <li>○ Play Therapy</li> <li>○ Social Stories</li> <li>○ Soft start</li> <li>○ Structured school and classroom routines</li> <li>○ Positive praise</li> <li>○ Positive reward systems</li> <li>○ Frenchay Wishlist</li> <li>○ Pupil Voice</li> <li>○ Involvement in after school clubs</li> <li>○ Individual job and responsibility</li> <li>○ Support of lunchtime supervisors at lunchtime</li> <li>○ Worship</li> <li>○ Mental Well Being PHSE curriculum</li> <li>○ Playground friends and buddies available</li> <li>○ Visual timetables</li> <li>○ Choir</li> <li>○ EHAP</li> <li>○ Sensory tools</li> </ul>

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### Wave 2 Additional interventions to enable children to work at age-related expectations or above.

Specific, additional and time-limited interventions provided for some children who are falling behind the age expected level – often targeted at a group of pupils with similar needs. Classroom based or small group based intervention (catch-up)

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<p><b>Targeted Provision</b></p> <p><i>Provision for needs that are additional and different. Children will have a Pupil Profile and be added to the School's Adaptive Strategies Register. Which will be shared with parents.</i></p> <ul style="list-style-type: none"> <li>○ Speech and Language support groups</li> <li>○ 1:1 SaLT intervention</li> <li>○ Talk Stars.</li> <li>○ We can accommodate privately funded therapists on site (speak to the class teacher)</li> <li>○ Sensory aids eg fiddles; weighted clothing; chewies</li> <li>○ Calm Place</li> </ul>	<p><b>Targeted Provision</b></p> <p><i>Provision for needs that are additional and different. Children will have a Pupil Profile and be added to the School's Adaptive Strategies Register. Which will be shared with parents.</i></p> <ul style="list-style-type: none"> <li>○ Priority 1:1 Reading Support.</li> <li>○ In-class support for literacy</li> <li>○ In-class support for Numeracy</li> <li>○ Visual/auditory perception group activities</li> <li>○ Adaptive resources</li> <li>○ Small group of support for literacy outside class. editing and improving, pupil conferencing</li> <li>○ Small group of support for maths outside class</li> <li>○ Phonics Catch Up</li> <li>○ Read Theory</li> <li>○ Literacy Gold</li> <li>○ SATS support</li> </ul>	<p><b>Targeted Provision</b></p> <p><i>Provision for needs that are additional and different. Children will have a Pupil Profile and be added to the school's Adaptive Strategies Register. Which will be shared with parents.</i></p> <ul style="list-style-type: none"> <li>○ Fine Motor skills programme</li> <li>○ Gross Motor skills programme</li> <li>○ Proprioception Work</li> <li>○ In class, movement breaks</li> <li>○ Weighted blanket</li> <li>○ Sensory Room (EYFS, KS1)</li> <li>○ Calm Place (KS2)</li> <li>○ Meeting with external agencies</li> </ul>	<p><b>Targeted Provision</b></p> <p><i>Provision for needs that are additional and different. Children will have a Pupil Profile and be added to the School's Adaptive Strategies Register. Which will be shared with parents.</i></p> <ul style="list-style-type: none"> <li>○ Alternative lunch-time provision 20:20:20)</li> <li>○ Socially Speaking programme</li> <li>○ Circle of Friends</li> <li>○ Play Therapy</li> <li>○ Meet and Greet</li> <li>○ Lunch in Quiet Space</li> <li>○ Interest Activity Boxes.</li> <li>○ Reduced Timetable (limited)</li> <li>○ ELSA</li> <li>○ EHAP</li> <li>○ CAHMS Referral</li> <li>○ CAPO Referrals</li> </ul>

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<b>Wave 3 Additional highly personalised interventions.</b> Targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or children who have been identified for an intervention designed to accelerate progress. Additional to and different from, 1:1/small group time provision.			
<b>Communication and Interaction</b> <i>Including ASD &amp; SCLN</i>	<b>Cognition and Learning</b> <i>Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)</i>	<b>Sensory and/or Physical</b> <i>Visual Impairment; Hearing Impairment;; Multi-Sensory Impairment; Physical Disability</i>	<b>Social, Mental and Emotional Health</b> <i>Including ADHD</i>
<b>Specialist Provision</b> <i>Provision for specialist needs, may include</i> <ul style="list-style-type: none"> <li>○ Individual Provision Map or EHCP</li> <li>○ PIVATS</li> <li>○ Personalised timetable</li> <li>○ Intervention delivered by Speech therapist or specialist TA</li> <li>○ Individual visual timetables / schedule</li> <li>○ Visual Supports eg Now/Next boards</li> <li>○ Individual ICT programmes</li> <li>○ Work station for part of day</li> <li>○ Outside agency advice/support</li> <li>○ Individual risk assessments</li> <li>○ Augmented Communication aids</li> <li>○ Sensory Diet.</li> <li>○ Ear Defenders</li> <li>○ Increased Adult Support</li> <li>○ Additional planning and arrangements for transition</li> </ul>	<b>Specialist Provision</b> <i>Provision for specialist needs, may include</i> <ul style="list-style-type: none"> <li>○ Individual Provision Map or EHCP</li> <li>○ PIVATS</li> <li>○ Pre-teaching of class learning</li> <li>○ Re-teaching of class learning</li> <li>○ Targeted Support with teacher</li> <li>○ Reinforcement practice of class learning</li> <li>○ Support for literacy outside class e.g. phonics, Colourful Semantics</li> <li>○ Support for maths outside class e.g. catch up and TTRS.</li> <li>○ TA support (where appropriate)</li> <li>○ Individual arrangements for SATs</li> <li>○ Additional planning and arrangements for transition</li> <li>○ Outside agency advice</li> <li>○ Efficient word processing</li> <li>○ Dyslexia packs</li> <li>○ Hearing loops</li> </ul>	<b>Specialist Provision</b> <i>Provision for specialist needs, may include:</i> <ul style="list-style-type: none"> <li>○ Individual Provision Map or EHCP</li> <li>○ PIVATS</li> <li>○ Provision of specialist equipment – ICT, sloping board, grips, sticky mats, special cushion etc</li> <li>○ Individual handwriting/fine motor skills work</li> <li>○ TA support/monitoring at lunchtimes</li> <li>○ Individual planning and arrangements for transition</li> <li>○ Outside agency advice (OT)</li> <li>○ Individual risk assessment</li> <li>○ Individual intimate care plan</li> <li>○ Individual manual handling plan</li> <li>○ Individual Accessibility Plan</li> <li>○ Awareness of fatigue</li> <li>○ Scribe provided (when appropriate)</li> <li>○ Physio exercises</li> <li>○ Classroom access arrangements</li> </ul>	<b>Specialist Provision</b> <i>Provision for specialist need, may include</i> <ul style="list-style-type: none"> <li>○ Individual Provision Map or EHCP</li> <li>○ PIVATS</li> <li>○ Individual reward/sanction</li> <li>○ TA support – communication of feelings</li> <li>○ ELSA</li> <li>○ Playtime monitoring</li> <li>○ Counselling from outside agency – referral made</li> <li>○ Individual seating or work station for aiding concentration for part of day</li> <li>○ Time out system and space</li> <li>○ Additional transition arrangements</li> <li>○ Individual risk assessments</li> <li>○ Longer term CAMHS involvement</li> <li>○ EHAP and Family Link Referrals</li> <li>○ EBSA support.</li> <li>○ Reduced Timetable</li> <li>○ Sports Mentoring.</li> </ul>