



The table below outlines OTIS ordinarily available Universal offer This is the standard available provision offered to all learners within our school.

Targeted Support offer ← represents the next level of support that some pupils may require this is usually delivered through targeted time-limited interventions that are regularly reviewed

<p>Cognition and Learning Adapted instruction/scaffolding Explicit teaching of key vocabulary (dual coding) Chunking information Modelling, provide examples and metacognitive strategies Review of prior learning and key knowledge (retrieval practice) Multi-sensory learning opportunities (including concrete resources) Flexible groupings Consideration of curriculum planning content Supportive learning tools (e.g., word mats, number frames) Using technology to support learning tasks Formative and summative assessment Providing timely and effective feedback</p> <p>Communication and Interaction Total communication strategies: Clear and consistent language delivered in a language rich environment, consideration of processing, Visual aids, (e.g., whole class visual timetables) and modelling of language Promoting positive interaction between pupils (social skills) Facilitating peer interaction through group work</p> <p>Sensory and Physical Reasonable adjustments to the school and classroom environment for sensory and physical needs Enabling environment to support the development of fine and gross motor skills Ensuring physical accessibility in line with accessibility policy Reasonable adjustments to the classroom or school environment to meet individual needs. Teaching of handwriting – Kinetic letters including posture and pencil grip Providing whole class movement opportunities Adaptions to uniform Access to sensory room</p> <p>External agency involvement: Reaching out for Information advice and training to support school training needs and meeting pupil needs.</p>	<p>Positive School Culture: Creating a safe, supportive, and inclusive environment Promoting positive relationships Teaching social and emotional skills Whole school Social Emotional Learning curriculum Mindfulness awareness Clear expectations and routines: Providing predictability and structure to reduce anxiety.</p> <p>Strategies to Support SEMH: Clear routines and expectations Use of visual support emotional wellbeing Providing opportunities for pupil voice Trusted adults Sensory breaks and whole class regulation strategies Check ins as part of usual school day Access to sensory room</p> <p>Behaviour Support: Consistent behaviour management policies Restorative approaches Clear routines and boundaries Language used is linked to behaviour is positively framed with a culture of understanding and exploration Social skills support (e.g., Playground buddies/Play leads)</p> <p>Environmental Adaptions Supportive seating within the classroom (e.g., sitting near the front, away from busy areas) Sensory overload awareness</p>	<p>Extra phonics groups Targeted phonics Colourful semantics/ shape coding Maths groups Ability to join a different year group for phonics Words First A – curriculum (alternative curriculum) for maths Extra/ daily reading Personalised workstations in/ out of the class Write from the Start – fine motor skills</p> <p>SALT groups e.g. vocabulary finding groups 1:1 SALT with TA for SALT programmes</p> <p>Sensory circuits</p> <p>Soft start Meet and greet Exit cards</p> <p>ELSA Lego Therapy</p> <p>Quiet lunch club Separate table in the hall for eating</p> <p>Behaviour management Plans</p> <p>Individual Risk Assessments</p>
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