



Heyhouses Endowed Church of England School

Whole School Provision Map

Provision can be defined as that which is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access learning. There are three waves of support identified for provision. These waves of support form the basis of a graduated approach to supporting pupils' needs.

Wave 1 – Inclusive, Quality First Teaching (QFT) for all. Also known as Universal Support.

Good or better quality, inclusive teaching which is planned and delivered to consider the learning needs of every child within a classroom. This may include making reasonable, physical adaptations, changes to teaching styles and/or differentiated work. Quality First Teaching at Heyhouses C of E School sets high expectations for all children to succeed.

Examples include: Adjusted expectations and outcomes of work, resources on coloured paper and larger type-face, multi-sensory teaching, use of physical resources to aid calculations.

Wave 2 – Targeted support for pupils with Special Educational Needs and Disabilities. (SEND)

Further provision provided through more structured interventions. This may include small group work with children who have similar needs identified. It may also include elements of direct adult and pupil work. Support in Wave 2 is specific and time limited provision.

Examples include; Phonics and reading groups. Use of IT programmes to boost areas of cognition. Small group skills to develop social interaction.

Wave 3 – Highly personalised Interventions.

This high level of support is usually directed at the minority of children who require a highly tailored approach to their curriculum and/or learning environment. This is likely to include specialist advice, often externally sourced and higher levels of adult support within school.

Heyhouses C of E School is able to offer the following provision for each of the areas of need, as defined in the SEN Code of Practice.

Cognition and Learning (ability to progress learning)				
Assessment methods: <ul style="list-style-type: none"> • Observations/ Cause for Concern sheets • Reading/spelling age • 100 High Frequency words screeners • Phonics screeners • IDL assessments • SpLD (Specific Learning Difficulty) cognitive assessments • Dyslexia screener (GLD) • RS SNAP Assessments • Standardised attainment assessments • SATs • Times table assessments 				
Need of pupil	Wave 1 (QFT)	Wave 2 (Targeted)	Wave 3 (Personalised)	Desired Outcomes
<ul style="list-style-type: none"> • Low levels of attainment • Phonological and short-term memory difficulties • Difficulty acquiring new skills (particularly in reading, writing and maths) • Processing difficulties. • Some signs of frustration and/or aggressive behaviours 	<ul style="list-style-type: none"> • Address pupil directly for key learning/instruction (Where relevant for the individual) • Trusted and positive relationship between key adults and pupil • Clear and simple instructions, one at a time • Recording key instructions for an individual • Pre-teach vocabulary and key concepts to enable inclusivity in class • Check for understanding 	<ul style="list-style-type: none"> • Targeted/structured reading and / or phonics programmes for a set period of time • Targeted/structured maths programmes for a set period of time • Alternative methods of recording work e.g. Mind mapping, role play, use of ICT, video/audio recording • Interventions to develop processing and memory skills • Additional time for key curriculum areas (Access arrangements for tests) • Regular and short breaks – more personalised 	<ul style="list-style-type: none"> • Personalised plans for cognition needs as necessary • High levels of 1:1 or small group support • Intensive daily interventions with high adult to student ratio. • Personalised Non verbal cues/timetables • Personalised advice from Educational Psychologists (EPs) and specialist teachers. 	<ul style="list-style-type: none"> • Able to access curriculum at appropriate level • Make good progress as deemed for individual • Increased ability to retain new information • Improved engagement and desire to learn/motivation • Able to apply strategies to develop independence towards learning • Able to predict/recall/apply learning

<p>(linked to their learning)</p> <ul style="list-style-type: none"> Avoidance strategies or dis-engagement 	<ul style="list-style-type: none"> Consistent use of positive language and encouragement High expectations of all Jot down key points/instructions Positive influential buddies in class Allow time before a response is needed (or warn ahead of time) Visual cues and prompts Whole class visual timetables Collaborative working opportunities (talk - time) Visuals to support learning (working walls, vocabulary mats, phonics mats, coloured resources/overlays) Physical equipment to aid learning (counting equipment, coloured overlays, number lines, buff books) Consistent use of terms Repetition and reinforcement of skills including worked examples Tasks adjusted by input or output Visually supportive learning environments e.g. working walls, word mats 	<ul style="list-style-type: none"> Some support in class to access learning 		<ul style="list-style-type: none"> Ability to enjoy learning Able to record information in a variety of ways Increase in confidence and self esteem Reduced anxiety Decrease in number of frustrated and/or aggressive behaviours Improved listening and attention Improved lesson engagement Improved social inclusion Positive response from pupil voice Improved attainment Improved attendance at school Improved behaviours at home
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	<ul style="list-style-type: none"> • Pupils given responsibility for their learning • Staff involving pupils in discussions about how they learn and approach tasks • Flexible seating to access positive role models • Clear rewards and recognition systems • Celebration of all work at all levels • Methods to draft and improve • Inclusive brain breaks for all 			
	<p><u>Provision names</u></p> <ul style="list-style-type: none"> • TT Rockstars • 10 minute comprehensions • Additional reading/comprehension sessions • Adjusted spellings/additional support • Homework clubs • Adjusted homework • Teacher check in/start up in class 	<p><u>Provision names</u></p> <ul style="list-style-type: none"> • New phonics programme (ELS) • Literacy Gold • Magic Maths programme • Colourful semantics • Rapid Recall Spelling/visual/auditory processing • IDL Numeracy/Literacy • Reciprocal Reading • Rapid Recall Spelling/visual/auditory processing • Precision teaching to individual needs • IEP • Higher levels of support to chunk 	<p><u>Provision names</u></p> <ul style="list-style-type: none"> • Toe by Toe/ • Code cracker phonics • Precision teaching to individual needs • Personalised curriculum • Higher levels of support to chunk work/adjust to enable access 	

		work/adjust to enable access		
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Communication And Interaction (speech, language and communication needs)

Assessment methods;

- Observations
- Specialist advice and assessment (SaLT, Educational Psychologist)
- Communication and Interaction screeners
- ELSA assessment tool
- RS SNAP assessment Tool

Need of pupil	Wave 1 (QFT)	Wave 2 (Targeted)	Wave 3 (Personalised)	Desired Outcomes
<p>Interaction</p> <ul style="list-style-type: none"> • Difficulty knowing how to talk and listen to others in a conversation • Difficulty making and maintaining friendships • Anxiety in busy, unpredictable environments • Difficulty coping in new or unfamiliar situations • Difficulties adapting to changes in routine • Inability to cope with unstructured social situations, including transitions • Inability to use knowledge and skills functionally to generalise to various situations • Difficulty predicting others and understanding their motives • Inability to read the facial expressions of others • Rigid thinking, including strong routines and rituals • Difficulty understanding the rules of social interaction 	<ul style="list-style-type: none"> • Trusted and positive relationship between key adults and pupil • Say what you mean (explain double meanings, avoid sarcasm etc.) • Preparation for change of activity or lesson • Visual prompting and cues – timetable, instructions, demarcating areas • Systematic organisation of independent learning tasks and activities • Emotional literacy lessons in class (PSHE or planned) • Clear rewards and sanctions – including motivators • Visual Timetables for all 	<ul style="list-style-type: none"> • Behaviour support assessment and plan • Personalised interventions Paired or 1:1 curriculum tasks with differentiated support • Individual work station • Individual visual timetable • Comic Strip Conversations and/or Social Stories in small groups • Friendships group sessions • Social scenarios group sessions • Emotional coaching small group • Regular, short sensory/regulation breaks planned by behaviour mentor • Higher level of LSA support 	<ul style="list-style-type: none"> • Individualised programme • SaLT assessment and actions (resources provided) • Specialist Team involvement (SaLT, Camhs, NDP, Paed, Ed Psych) • Alternative Teaching Space • Intensive Interaction approach • TEACHH methods • ELSA 1:1 <ul style="list-style-type: none"> • Early Help Assessment and TAF meetings 	<ul style="list-style-type: none"> • Reduced anxiety • Improved capacity for independent learning • Increase in successful social interactions • Improved social relationships and friendships • Independent access to the school day • Enhanced ability to work in groups • Improved attention in class • Reduced disruption in class • More appropriate behaviour • Pupil can calmly and independently move around the school at key changeover times • Reduction in distressed behaviours

<ul style="list-style-type: none"> • Difficulties in understanding rules of politeness and manners • Attention and conversation focused on own needs and interests • Extreme reactions, rather than a measured response • Problems with unwritten rules • Unable to cope with close proximity to others • Lack of response inhibitions, e.g. can't wait, shouts out, runs off • Literal understanding of language - struggles to understand sarcasm/humour/idiom/metaphor • Physically challenging behaviour • Unusual reactions to sensory stimuli • Difficulties with independence skills, such as dressing, toileting, eating 	<ul style="list-style-type: none"> • Clear and specific learning objectives • Pace and pitch altered to support learning needs • Overt expectations made explicit • Calm learning environment • Prompt cards for group roles and conversation skills • Regular mentor support, including adults or peers • Teacher, LSA and peer support • Training for all staff to understand challenging behaviour • Structured play opportunities at lunchtimes • Supportive key staff at unstructured times 	<ul style="list-style-type: none"> • Visual prompt cards e.g. turn taking or stay on topic • Feelings Check in morning/night • Breakfast club • Communication books with parent/carer • Reasonable adjustments from assemblies/clothing • Higher level 'look out' support at unstructured times • Early Help Assessment and TAF meetings • ELSA small group • Pastoral Sessions 		<ul style="list-style-type: none"> • Apply skills to social situations • Greater participation at unstructured times of the day • Unstructured times of the day require less adult intervention • Able to access the mainstream curriculum with support • Able to access a personalised curriculum with support • Reduced frustration • Improved mental health • Greater understanding of different emotions, their triggers and strategies to manage independently/with support • Improved attendance at school
	Provision Names <ul style="list-style-type: none"> • Buff coloured books, whiteboards and photocopyables • Coloured overlays • Clear well spaced font 	Provision names <ul style="list-style-type: none"> • Black Sheep resources • Mr Goodguess • Comic strip stories • Social stories • Zones of Regulation • Pastoral led sessions 	Provision Names <ul style="list-style-type: none"> • Pastoral led sessions • Comic strip stories • Social stories • Zones of Regulation 	

	<ul style="list-style-type: none"> • Non white backgrounds where possible 	<ul style="list-style-type: none"> • Lego therapy • Talkabout group 		
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Communication and Interaction (physical speech)				
Assessment methods; <ul style="list-style-type: none"> • Observations • Specialist advice and assessment (SaLT, Educational Psychologist) • Communication and Interaction screeners • Phonics screeners • RS SNAP assessment Tool 				
Need of pupil	Wave 1 (QFT)	Wave 2 (Targeted)	Wave 3 (Personalised)	Desired Outcomes
Physical Speech <ul style="list-style-type: none"> • Speech that is sometimes difficult to understand • Decoding often poor in literacy • Speech difficulties are impeding literacy development • Speech may be incomprehensible to an unknown adult or peer • Specific difficulties in hearing or perceiving speech, particularly in distracting environments (audio processing disorders) Language <ul style="list-style-type: none"> • Difficulty when saying words or sentences • Difficulty understanding words or sentences 	<ul style="list-style-type: none"> • Provision of a quiet workstation • Provision of a quiet and calm classroom – especially during teacher input • Attention and listening activities • Daily, short Oral blending and segmentation linked to reading and spelling level • Consistent support from teacher and TA to reinforce correct speech sounds throughout the day (repeat incorrect word correctly) 	<ul style="list-style-type: none"> • Short daily activities for targeted speech targets • Early phonics programme (daily) to focus on phonemic awareness /segmentation/blending • Speech cueing system, if advised e.g. Talk buttons or talking postcards • Parental engagement to aid understanding of child’s communication e.g. Home/school book/objects of reference box to aid understanding • Communicate in print vocabulary cards 	<ul style="list-style-type: none"> • Advice from Speech & Language Therapy, Educational Psychologists (EPs), • Specific speech interventions as prescribed by Speech and Language Therapist • Assistive speech device as advised by SaLT 	<ul style="list-style-type: none"> • Improved (but perhaps not perfect) articulation of speech sounds at word, sentence or conversation level • Correct articulation of speech sounds at word, sentence or conversation level • Segmentation of spoken words • Improved production of speech sound • Some segmentation of vocabulary – syllables, rhyme, phonemes

<ul style="list-style-type: none"> • Difficulty following/processing instructions • Short attention span • Comprehension and/or decoding affected in English • Considerable difficulties with receptive and/or expressive vocabulary • Short and inaccurate sentences – oral and written • Considerable difficulty understanding words, sentences and instructions • Severe difficulties with receptive and expressive vocabulary • May speak and understand at a single word or phrase level • Difficulty in formulating a spoken sentence • Severe difficulty understanding words, sentences and instructions 	<ul style="list-style-type: none"> • Support to develop peer relationships and participate in group work when intelligibility is a problem • Early phonics programme • Address pupil directly for key learning/instruction (Where relevant for the individual) • Trusted and positive relationship between key adults and pupil • Clear and simple instructions, one at a time • Recording key instructions for an individual • Pre-teach vocabulary and key concepts to enable inclusivity in class • Check for understanding • Good listening prompts • Ensure you have the pupil's attention before giving an instruction • Clear and simple explanations • Chunking instructions • Extra time to process what has been said 	<ul style="list-style-type: none"> • Precision teaching daily for 10 minutes • Targeted comprehension group • Mind maps for vocabulary to link concepts • Individual vocabulary books 		<ul style="list-style-type: none"> • More contributions to class and group discussions • Expanded oral and written sentences • Increased confidence and self esteem • Improved listening and attention • Faster processing of language • Improved understanding of lesson content leading to improved progress • Enhanced reading comprehension • Correct usage of grammar, e.g. regular/irregular plurals and tenses • Shift from spoken phrases to full sentences • Wider vocabulary, including core, extended & subject words • Improved factual understanding and/or inference • Ability to follow longer/multiple instructions • Able to access curriculum to a greater extent
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	<ul style="list-style-type: none"> • Check understanding of classwork and homework tasks/record for home if necessary • Verbally modelling correct sentence usage • Visual support across the curriculum • Priority seating – see board and see teacher • Broad range of sentence activities, e.g. description, news telling • Talk partner opportunities • Pre-teaching of subject vocabulary • Key vocabulary displayed with clear definitions of words • Multi-sensory teaching where possible • Guided reading group for decoding and comprehension 			<p>with/without adult support</p> <ul style="list-style-type: none"> • Improved attendance at school
		<p>Provision Names</p> <ul style="list-style-type: none"> • Early phonics programme • Resources provided by SaLT 	<p>Provision Names</p> <ul style="list-style-type: none"> • Early phonics programme • Resources provided by SaLT 	

Social, Emotional and Mental Health

Assessment methods;

- Observations
- Boxhall Profile
- SEMH screeners
- Specialist advice and assessment (SaLT, Educational Psychologist, ASC Reachout, Paediatrician, CAMHS, NDP, CFWS,)
- RS SNAP assessment Tool
- EBSA (Emotionally Based School Avoidance) assessment
- Early Help Assessment (family)

Need of pupil	Wave 1 (QFT)	Wave 2 (Targeted)	Wave 3 (Personalised)	Desired Outcomes
<ul style="list-style-type: none"> • Experiencing difficulty in remaining on task, inattentive • Inability to follow instructions and routines • Presenting as significantly unhappy anxious or stressed • Seeking frequent adult support/attention • Frequent low-level disruptions • Failure to make the progress anticipated across many areas of the curriculum • Showing signs of frustration and early indications of disaffection or disillusion • Difficulty in making and maintaining healthy relationships with peers and/or adults • Presenting as withdrawn or tearful • Poor or sporadic attendance 	<ul style="list-style-type: none"> • Implementation of a whole school framework to support social emotional and mental health - Positive Behaviour Support created through whole school policy • PSHE Curriculum focused on Relationships • Clear whole school behaviour for learning policy, which is differentiated according to need and context (reasonable adjustments) • New or inexperienced staff have access to experienced colleagues who can support them with challenging behaviour 	<ul style="list-style-type: none"> • Small, carefully thought-out group settings or one-to-one working e.g. talk, listen and reflect • Pastoral sessions • Planned regulation breaks by Behaviour mentor • Behaviour Support and plan • Planned regulation breaks by behaviour mentor • Lego Therapy – group • Social Skills – group (ASC Reachout resource) • Social stories/Comic Strip stories • Feelings and Emotional group • Now and Next choices to engage and motivate 	<ul style="list-style-type: none"> • Personalised plan based on assessment (EBSA/SNAP/Boxhall) • Activities recommended by specialist teachers/advisory services (resources provided) • TAF meetings • Enhanced personalised provision e.g. social and health education programmes • ELSA 1:1 Personalised programmes for identifying and managing emotions/feelings and the resulting behaviour 	<ul style="list-style-type: none"> • Whole school practice that is positive and restorative and aids resolution of conflict peacefully • Improved staff confidence in managing behaviour that challenges • A sense of belonging • Pupils that feel safe in school • Reduced risk-taking behaviour • Confident and resilient learners • Emotionally aware pupils who can self-regulate with/without adult support

<ul style="list-style-type: none"> • Vulnerable to bullying, manipulation or exploitation • Significant fluctuations in mood and increasing unpredictability over attitudes to learning tasks • Engage in bullying type behaviours • Uncooperative or defiant • Behaviour that challenges • Placing self or others at risk of harm • Suspension or Exclusions/changes in school • Mental health difficulties (mild to moderate anxiety, low mood, low self-esteem, fear, mild to moderate self - harm) • Mental health disorders that are clinically significant (depression, psychosis, eating disorders, conduct disorders, generalised anxiety disorder, phobias, significant selfharming behaviours) • Confusion over gender identity 	<ul style="list-style-type: none"> • Regulation breaks • Whole class movement programmes e.g. Coach Corey Martin Coach Corey Martin - YouTube • Assessments and monitoring of learning and social emotional wellbeing and associated behaviour. • Differentiated and additional learning activities to engage and motivate Flexible and creative use of rewards and consequences e.g. House Reward system used to catch them being good • Identify and build on preferred learning styles • Relationships with key adults • Open, inclusive and understanding communication with family eg. Communication book/regular check ins • Positive language to re-direct, reinforce expectations e.g. use of others as role models 	<ul style="list-style-type: none"> • Experienced LSAs and Behaviour support officer support the group/individual • Emphasis on social emotional engagement, safety and learning • Nurture Group or small group intervention • Transition booklets and extended transition plans • Breakfast club • Check in with key adult in morning and afternoon • Consistent calming strategies, including for example, use of 'thinking time' • Identify, highlight, understand and build on areas of progress about SEMH 	<ul style="list-style-type: none"> • Extended opportunities such as outdoor learning • Life skills group in the POD 	<ul style="list-style-type: none"> • Pupils have improved confidence and self esteem • Positive engagement and participation in learning • Increased levels of independence within pupils • Improved concentration and attention • Reduced impulsivity • Positive social interaction and relationships with others resulting in improved friendships and relationships • Able to work collaboratively and independently • Self-aware reflective learners • High aspirations of self and can-do attitude to achieving goals • Reduction in feelings of anxiety, fear, anger • Able to identify emotions that are both comfortable and uncomfortable
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	<ul style="list-style-type: none"> • Environmental adaptations e.g. social seating and proximity to teacher • Time out systems within the classroom (not as punishment) • Increased structure, routine and guidance • Reward chart/system • Special time with class teacher/TA/Key adult • A range of differentiated opportunities for social and emotional development e.g. friendship spots, circle time, Random Acts of Kindness, H/T rewards • Reinforcement of expectations through visual prompts and role modelling good behaviour • Constructive feedback • Capture positive moments and celebrate • Advice from Behavioural Coach/Pastoral Lead/SENCo • Key classroom adults at unstructured times of the day • Fiddle toys 			<ul style="list-style-type: none"> • Able to use strategies to manage different emotions with/without adult support • Better able to manage uncomfortable feelings such as anger • Improved/at least 95% school attendance • Positive educational and social outcomes • Good or better progress (close the gap) • Decrease in incidents of high-level challenging behaviour leading to more participation • Reduced sensory overload
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	Provision Names <ul style="list-style-type: none"> • Fiddle toys • Whole class movement programmes at regular intervals 	Provision Names <ul style="list-style-type: none"> • Zones of Regulation small group • Pastoral Support • Lego Therapy group • Social Detectives intervention 	Provision Names <ul style="list-style-type: none"> • Zones of Regulation 1:1 • Pastoral Support • 1:1 coaching as needed 	
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Sensory and Physical

Assessment methods;

- Observations
- ELSA
- Behavioural Assessments
- Specialist advice and assessment (OT, Sensory specialist, SaLT, Educational Psychologist, CAMHS, Paediatrician, NDP, Medical specialist, VI)
- RS SNAP assessment Tool
- Sensory and Physical Screeners

Need of pupil	Wave 1 (QFT)	Wave 2 (Targeted)	Wave 3 (Personalised)	Desired Outcomes
<ul style="list-style-type: none"> • Hearing loss – severe, moderate or mild • Missing or mishearing spoken information • Attention, concentration, listening and speech development affected • Expressive and receptive skills • Difficulty retaining information • Poor phonological awareness • Fluctuating hearing loss • Difficulty with new social situations • Impaired auditory perception • Listening/lip-reading fatigue • Inability to hear in poor acoustic environment • Visual impairment/loss of visual field – severe, moderate or mild • Reduced visual impairment 	<ul style="list-style-type: none"> • Close liaison with parents and carers • Enclosed room/teaching area • Reduce background noise to improve acoustic environment • Access to visual clues • Modified resources e.g. simplified text/language • Modified resources (e.g. large print) • Low vision aids and specialist equipment e.g. handheld magnifiers, sloping board • Preferential seating in class (close to board/teacher) • Differentiated curriculum • Uncluttered and well organised learning environment with good lighting • Choice making opportunities 	<ul style="list-style-type: none"> • Fine Motor skills group • Gross motor skills group • Sensory regulation plan created by behavioural specialist • Key adults at unstructured times of day • Referral to specialist and occupational therapist when needed • Care Plan as necessary • When needed, subject specific advice from Teacher of the Deaf or QTVI ↔ Use of note taker (LSA) – using IT, mind maps etc • LSAs to follow medical care plan • LSA responsible for medical needs • Specialist provision by LSA of physical exercises based on 	<ul style="list-style-type: none"> • Specialist support and interventions e.g. Educational Psychologists (EPs), ASC Reachout, Sensory OT, VI • ELSA 1:1 • High levels support to meet personalised care plan needs or personalised curriculum needs 	<ul style="list-style-type: none"> • Increased/equal access to the curriculum • Increased subject vocabulary • Increase in understanding spoken language • Improved access to learning, can predict / recount content of lesson • Improved social inclusion • Reduced visual fatigue • Ability to work independently • Able to record information • Improved levels of achievement • Able to access learning and school environment

<ul style="list-style-type: none"> • Difficulty with handwriting/fine motor control • Difficulty with Gross motor skills • Physical disability which impedes access to the classroom or the management of own physical needs independently (personal hygiene/toileting) • Sensory processing needs • Visual fatigue • Colour perception difficulties • Accessing standard classroom equipment • Functional language difficulty • Sensitivities to food, clothing, environment 	<ul style="list-style-type: none"> • Summarise key points at start and end of lesson • Pre -writing activities/warm up of motor/muscles • Curriculum reflects disability awareness • Exam access arrangements e.g. practical assistance, additional time, modified & enlarged papers, scribe, modified language papers, quiet environment, oral language modifiers • Lowered lighting • Avoid work on busy/noisy corridors • Reasonable adjustments to assemblies/school entrance and exit points 	<p>recommendations from specialist</p> <ul style="list-style-type: none"> • Close liaison with Audiologist, ENT Consultant, Ophthalmologist • Touch typing skills 		<p>with/without adult support</p> <ul style="list-style-type: none"> • Improved self - esteem and social / emotional development • Increased confidence approaching new situations leading to better participation • Increased confidence and understanding of diagnosis, implications and strategies to self help/or supported
	<p>Provision Names</p> <ul style="list-style-type: none"> • Sloping desk, foot rest, • Chunky pencil/pen • Enclosed space, personal work space • Adapted uniform • Ear-phones • Lunch in quieter space • Regulation/sensory breaks • Preferred seating position in class • Regular check- ins at the start and during work 	<p>Provision Names</p> <ul style="list-style-type: none"> • NHS Occupational Therapy recommended exercises small group • Warwickshire motor skills programme small group • Tummy Club • Lego Therapy group 	<p>Provision Names</p> <ul style="list-style-type: none"> • VI or other specialist recommendations – equipment and support • Private Occupational Therapy recommended exercises / equipment - personalised • Private sensory OT assessment and advice 	

	<ul style="list-style-type: none"> • Setting small chunks of work/achievable targets • Brain breaks – small jobs/activities/exercise (managed independently) 		<ul style="list-style-type: none"> • ASC Reachout advice and resources • Warwickshire motor skills group 1:1 • 1:1 Sensory and regulation breaks as per individual needs 	
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