



Area of Need	Universal and Universal +	Targeted and Targeted +	Specialist
Cognition and Learning	How support looks daily: High levels of challenge and expectation Differentiated curriculum planning and engaging activities Formative assessment / effective feedback In-class targeted teacher support Adaptive questioning/modelling/ explaining Prompts Increased visual aids e.g. Visual timetables Illustrated/ACE dictionaries Simplified language, support for key words/subject specific vocabulary Use of writing frames Access to ICT, including word processor and iPads Development of metacognitive skills Encouraging independence Framework additions: Quality First Teaching informed by ongoing formative assessment and the Assess–Plan–Do–Review cycle.	How support looks daily: Catch up programmes – English and Maths Booster sessions In-class TA support In-class targeted teacher support Guided reading focus groups Framework additions: - Time-limited, clearly planned interventions with entry/exit criteria and reviewed impact. - SENDCO-supported assessment to identify barriers such as working memory, processing, sequencing, task initiation or retention. - Targeted outcomes on SEN Support Plans, shared with relevant staff and reviewed at least termly. - Small-group or individual targeted teaching focused on literacy, numeracy, memory, processing or organisational skills.	How support looks daily: Individual strategies outlined on Individual Support Plan and EHCP Learning breaks/personalised timetable 1:1 Support/Small group support Exam concessions Advice from EP/Specialist teacher Additional support for transition e.g. extra visits, work with the Emotional Resilience Team. Framework additions: - Highly personalised planning informed by specialist assessment and multi-agency advice, where required. - Curriculum content prioritised and sequenced around foundational knowledge, functional application and meaningful engagement. - Assistive technology and specialist resources embedded as the pupil's usual way of working where appropriate. - Very small-step teaching, high repetition, supported application and flexible ways to demonstrate learning.



	• Explicit teaching of vocabulary and key concepts; chunked instructions and reduced cognitive load. • Regular revision, overlearning and opportunities to apply learning in different contexts. • Concrete, experiential, visual and multisensory approaches to support understanding and retention. • Flexible grouping, scaffolded tasks, worked examples, sentence stems and clear success criteria. • Planning takes account of attendance, prior learning, gaps in knowledge and the pupil's strengths.	• Additional adults deployed purposefully under teacher direction to build independence rather than dependency. • Specialist advice considered where difficulties persist despite embedded classroom adaptations and targeted support.	• Frequent review of whether provision remains appropriate, inclusive, effective and sustainable.
Communication and Interaction	How support looks daily: High levels of challenge and expectation Adapted curriculum planning and engaging activities Formative assessment/effective feedback In-class TA support In-class targeted teacher support Differentiated questioning/modelling/explaining Learning through talk and discussion Use of simplified or alternative language Support for key words/subject specific vocabulary	How support looks daily: In class support from teacher or TA with focus on supporting speech and language Early speech and language therapy Speech and language group support e.g. Talk Boost Social support at break and lunch times Phonics intervention ICT software EAL Support Framework additions: • Focused observation to identify patterns, triggers and contexts where	How support looks daily: Individual strategies outlined on Individual Support Plan and EHCP Small group or 1:1 support for language Social skills group Circle of Friends/Lego Therapy/Zones of regulation Box Time/Now and Then boards SALT support/advice Preschool and Portage support/advice CYPs advice Dual placement with Ashley Child Development Centre



	Increased time to answer, sentence starters Increased visual aids e.g. Visual timetables Use of symbols Environmental clues e.g. location systems Development of metacognitive skills Encouraging independence Framework additions: • Communication-friendly classrooms with clear routines, predictable expectations and reduced ambiguity. • Visual timetables, task schedules, written cues, now/next prompts and concrete language used consistently. • Thinking time, simplified language, chunked instructions and checking understanding through observation. • Structured opportunities for peer interaction, turn-taking, collaborative learning and rehearsal of communication skills. • Teaching reflects different communication styles and supports social meaning, not only task completion.	communication or interaction becomes difficult. • Personalised visual supports such as social narratives, comic strip conversations, conversation maps and visual rules. • Targeted support for social communication, emotional literacy, listening, attention, understanding and expressive language. • Preparation for change and transition planned explicitly, especially where routines, staffing or environment change. • Advice from SALT, Educational Psychology, Inclusion Service or specialist teachers considered when barriers persist.	ACC e.g. Makaton, PECS ICT – Writing with Symbols Social stories Comic strip conversations Exam concessions Advice from EP/Specialist teacher Additional support for transition e.g. extra visits, work with the Emotional Resilience Team. Framework additions: • Specialist advice integrated into everyday routines, curriculum access, unstructured times and transition planning. • Low-arousal/communication-accessible spaces and predictable recovery routines used as enablers of participation. • Staff trained and consistent in agreed approaches, including social communication, regulation and interaction strategies. • Regular review of real-world impact on participation, interaction, independence, wellbeing and access to learning.
Social, Emotional and Mental Health	How support looks daily: High levels of challenge and expectation Formative assessment/effective feedback	How support looks daily: In class support for supporting behaviour targets, access and safety	How support looks daily:



	Whole school behaviour policy/school rules Whole school reward and sanctions systems Whole school pastoral system including Circle Time PSHE focused work – Life to the Full scheme Dedicated safeguarding team Development of metacognitive skills Encouraging independence My Happy Mind- Thoughtful Tuesday Support Healthy Minds Class Sessions Framework additions: - Emotionally safe, inclusive classrooms with predictable routines and trusted adult relationships. - Adults use consistent language, calm tone, co-regulation, emotional labelling and restorative approaches. - Pupil voice and parent/carer insight used to understand wellbeing, masking, triggers and protective factors. - PSHE/personal development supports emotional literacy, relationships, belonging, resilience and self-advocacy.	Additional SLT support Breakfast club Framework additions: - Structured assessment of patterns across lessons, transitions, unstructured times, attendance and wellbeing. - Planned support for emotional regulation, social interaction, resilience and help-seeking, reviewed through APDR. - Pastoral or behaviour support plans include proactive strategies, adjusted expectations and clear de-escalation approaches. - Targeted small-group or individual work on emotional literacy, anxiety, social understanding or confidence. - Strong home-school partnership to ensure approaches are consistent and changes are reviewed with families.	Individual strategies outlined on Individual Support Plan and EHCP Small group or 1:1 support for social skills Individual reward systems Advice from EP/Specialist teacher Advice from CYPS/CAMHS Advice from Hebburn Lakes Behavioural Unit Healthy Minds Team Targeted Support Pastoral support plan/Behaviour support plan Social skills/Lego therapy/Zones of regulation Individual mentoring Additional support for transition e.g. extra visits, work with the Emotional Resilience Team Framework additions: - Highly individualised plans prioritising emotional safety, regulation, relational security, access and participation. - Multi-agency work with Educational Psychology, mental health services, behaviour support or Early Help where appropriate. - Flexible curriculum and timetable adaptations used when required to prevent escalation and sustain engagement.
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	Regulation opportunities and emotionally safe spaces available as part of ordinary inclusive practice.		- Specialist-informed strategies embedded into daily routines rather than provided as isolated interventions. - Frequent review of impact on wellbeing, attendance, participation, relationships and learning.
Sensory and Physical	How support looks daily: High levels of challenge and expectation Formative assessment/effective feedback Flexible teaching arrangements Staff aware of implications of physical impairment Specialist resources e.g. Writing slopes, Pencil grips, Motor skills development in EYFS Moving and handling training Development of metacognitive skills Encouraging independence Framework additions: - Accessible learning environments with reasonable adjustments embedded and reviewed. - Multisensory teaching, flexible seating, movement opportunities and planned sensory breaks where helpful.	How support looks daily: Targeted support for fine/gross motor, handwriting, self-care, organisation, posture or sensory regulation. In class support for supporting access, safety. Sensory Aids – bubble cushions, chew toys, fidget toys, therabands, ear defenders accessed from the class sensory box Framework additions: - Sensory and regulation resources matched to the pupil's profile and used proactively, not only reactively. - Adaptations to PE, practical lessons, transitions, lunchtime and unstructured times to support safety and access. - Advice from OT, physiotherapy, specialist teachers, hearing/vision services or medical professionals implemented consistently. - Assistive technology or adapted equipment trialled and reviewed for impact.	How support looks daily: Individual strategies outlined on Individual Support Plan and EHCP Individual support in class during appropriate subjects e.g. Science, PE and lunch time Individual Health/Medical Plan Medical support Physiotherapy programme Occupational therapy programme Motor skills programme ICT e.g. Access to iPads/word processors Use of appropriate resources e.g. Advice from EP/Specialist teacher Exam concessions Advice from outside agencies: e.g. Medical Tuition Additional support for transition e.g. extra visits, work with the Emotional Resilience Team Framework additions:



	• Awareness of hearing, vision, physical, medical and sensory processing needs across all staff working with the pupil. • Environmental audits consider noise, lighting, visual clutter, seating, movement, access and fatigue. • A Personal Emergency Evacuation Plan and/or health care plan is in place where appropriate.		• Highly individualised access plans informed by specialist advice and risk assessment. • Specialist equipment, assistive technology or personalised resources embedded as the pupil's usual way of working. • Therapy programmes integrated into school routines with trained staff and clear review arrangements. • Specialist input supports independence, mobility, communication access, self-care and preparation for transition. • Frequent review ensures arrangements remain safe, enabling, inclusive and sustainable.
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Framework Alignment Summary

- Provision is organised as a graduated, cumulative response: Universal, Universal Plus, Targeted, Targeted Plus and Specialist.
- Movement between tiers should be based on presenting needs, provision already in place and evidence of impact over time through Assess–Plan–Do–Review.
- Children and families should be active partners in assessment, planning and review, with pupil voice captured in accessible ways.
- Needs should be understood functionally and contextually, rather than being based on diagnosis alone.
- Where support is Targeted or above, provision should be planned, documented, reviewed and coordinated through the SENDCo as appropriate.
- Provision should promote independence, participation, wellbeing, preparation for transition and access to a broad and inclusive curriculum.