

The Rydal Academy 26-27

**** This overview outlines the graduated approach used at The Rydal Academy to meet pupils' needs. It describes the types of provision that may be available depending on individual need. Not all strategies are used for every pupil, and access to support is based on assessed need and available staffing.****

	Communication & Interaction (inc Autism)	Cognition & Learning	Social, Emotional & Mental Health (inc ADHD)	Sensory &/or physical
<i>Core offer</i>	Low stimulus environment Visual timetables Visual reminders – 'who is covering in class' Lanyard visuals e.g., 'good listening' Modelling language strategies Clear, consistent classroom language Nuffield Early Language Intervention (NELI) – <i>delivered in all Reception classes</i>	Flexible grouping for core subjects Adapted resources & adaptive teaching strategies Chunked instructions Year-group cohort TA support Online learning: Reading Eggs Reading Express, Mathletics In-class, targeted adult support Adaptive teaching Screening (from Y2): dyslexia, dyscalculia and visual stress	Meet and greet Check in & check out Brain / movement breaks Highlighted seating arrangements Scripted conversations / Restorative incident questions Calm Corner & Regulation stations Kindness curriculum Alright Charlie (Year 5/6) Whole-school House Team rewards	Environmental adjustments Sensory-aware classrooms Fine & gross-motor opportunities Predictable routines Reduced visual/auditory overload Access to movement breaks Alternative recording methods Calm, quiet spaces as needed
Targeted Small Group Support	Visual communication prompts 'Repeat, reduce or rephrase' strategy	Streamed phonics –Years 1 and Year 2. Streamed sets for identified subjects - Years 2 - 6	Visual supports ELSEY – Emotional Literacy Support in Early Years	Start Right, Stay Write Writing Explorer Write Dance

	Visuals to aide communication Time to talk – <i>social intervention</i>	Little Wandle small-group intervention 'Catch up' tutoring	ELSA – Emotional Literacy Support Assistant	Teodorescu motor sensory programme Jungle Journey (EYFS) Sensory Circuits Success with Scissors
Individual Approaches	Speech and Language Therapy (SaLT) – advised activities 'Now and next' and 'I am working for...' systems Colourful semantics Social stories / Comic Strip conversations TEACCH approaches Makaton	Precision teaching 1:1 reading 1:1 phonics (Little Wandle Catch Up') Plus 1/ Power of 2 (maths) Toe-be-Toe (dyslexia) Memory interventions inc. 'Memory Fix' and 'Memory magic' ELMS small class	Talkabout for children (friendships / social skills) Circle of Friends Individual behaviour reward systems Personalised pastoral plans Access to therapy dog Time-out strategies Behaviour report (Teacher > Head Teacher)	Physiotherapy-guided activities Occupational therapy – guided activities RNIB – book share
Individual Resources	PECS Communication boards 'Talking Tin Lid'	Phonics mats & tailored resources Overlays / coloured paper Line guides Manipulatives including dienes, numicon etc.	Ear defenders Wobble cushions Workstation / barrier Fidget toys Weighted resources	Access to adaptive resources: writing slope, writing aids, pencil grips High contrast resources VI exercise books Use of specialist equipment: walkers, chairs etc.

External Referrals	Neurodevelopment team Speech and Language Therapy Social Communication Outreach Service (SCoS)	Beaumont Hill - Cognition and Learning Outreach Support Educational Psychology	Neurodevelopment team Emotional Resilience Nurse (ERN) Mental Health Support Team (MHST) Child & Adolescent and Mental Health Service (CAMHS)	Occupational Therapy (OT) Physiotherapy Low Incidence Needs Service (LINS)
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