

Churchside Adjustment Provision

Barrier to Learning	Adjustments (Quality First Teaching)	intervention (individual or group)	Support (Resources)
Reading	<ul style="list-style-type: none"> <li>● Minimise amount they have to read</li> <li>● Partner to support with reading</li> <li>● Larger Print and fewer words</li> <li>● Levelled reading books</li> <li>● Whole School Bug Club</li> </ul>	<ul style="list-style-type: none"> <li>● Pixl reading therapies to support</li> <li>● Toe by Toe</li> <li>● Precision Teaching</li> <li>● Phonic catch up</li> </ul>	<ul style="list-style-type: none"> <li>● 1 to 1 reading focus sessions</li> <li>● Levelled phonic books</li> <li>● Fluency reading skills</li> <li>● Reading on different coloured paper</li> <li>● Coloured line guides</li> </ul>
Writing	<ul style="list-style-type: none"> <li>● 5 sentence story write</li> <li>● Talk buttons/Talk Tins</li> <li>● Laptop/ Talk for write</li> <li>● Word/Theme Mats</li> </ul>	<ul style="list-style-type: none"> <li>● Pixl SPAG therapies</li> <li>● Handwriting support</li> </ul>	<ul style="list-style-type: none"> <li>● Adult to scribe for them</li> <li>● Talking Tins</li> <li>● Mighty Writer</li> <li>● Story maps</li> <li>● Word Mats</li> <li>● Fidget Fingers</li> <li>● Dough Disco</li> </ul>
Maths	<ul style="list-style-type: none"> <li>● Use manipulatives and concrete to support understanding</li> <li>● Model concepts in real life situations</li> <li>● Explore mathematical language</li> </ul>	<ul style="list-style-type: none"> <li>● Power of 2</li> <li>● PixL Therapies</li> <li>● Maths Mastery</li> <li>● Ready to Progress to be used in January</li> </ul>	<ul style="list-style-type: none"> <li>● Knowledge organisers</li> <li>● Pre-teaching</li> <li>● Small group work support</li> </ul>
Listening and attention	<ul style="list-style-type: none"> <li>● Visual Cues</li> <li>● Reduce length of instructions</li> <li>● Reduce the amount of instructions</li> <li>● Ask child to repeat back to you what they need to do</li> <li>● Fidget Toys</li> </ul>	<ul style="list-style-type: none"> <li>● NELI Support for listening skills</li> <li>● Overtime make the instructions more complex</li> </ul>	<ul style="list-style-type: none"> <li>● Visual Cues</li> <li>● Gesture</li> <li>● Adults to check in with child that they know their instruction</li> <li>● Partner support</li> </ul>

	<ul style="list-style-type: none"> <li>● Visual Timetable</li> </ul>	<ul style="list-style-type: none"> <li>● Overtime give more instructions at once</li> </ul>	<ul style="list-style-type: none"> <li>● Sand timers</li> </ul>
Avoidance of work/Fear of Failure	<ul style="list-style-type: none"> <li>● Positive praise to celebrate what they are doing well in lessons</li> <li>● Give them smaller tasks</li> <li>● Sharing Assembly</li> <li>● House Points</li> <li>● PSHE to build resilience</li> <li>● SEMH Failure is learning</li> </ul>	<ul style="list-style-type: none"> <li>● Adult to meet child regularly to celebrate the successes</li> <li>● Take work to another adult in school to celebrate the success.</li> </ul>	<ul style="list-style-type: none"> <li>● Adults to check in with child.</li> <li>● Break tasks into smaller chunks.</li> <li>● PixL character work</li> <li>● Lego Therapy</li> <li>● Drawing for Talking</li> </ul>
Working Memory	<ul style="list-style-type: none"> <li>● Reduce amount of information to remember</li> <li>● Visual summary &amp; prompts</li> <li>● Knowledge organisers</li> </ul>	<ul style="list-style-type: none"> <li>● Memory games</li> <li>● Use of working memory book of activities</li> </ul>	<ul style="list-style-type: none"> <li>● Verbal scaffolding of tasks</li> <li>● Use of a whiteboard to write what they need to do.</li> <li>● Knowledge organisers</li> </ul>
Receptive Language (understanding)	<ul style="list-style-type: none"> <li>● Minimise use of complex language &amp; model or use visual prompts</li> <li>● Knowledge Organisers</li> <li>● Rich language environment</li> </ul>	<ul style="list-style-type: none"> <li>● Pre teach vocabulary for a lesson</li> <li>● Matching games to match words to definition</li> <li>● NELI Language Support Program</li> <li>● Wellcomm Support Program</li> </ul>	<ul style="list-style-type: none"> <li>● Use of word mats/ displays to remind the child of vocabulary</li> <li>● Small group support</li> </ul>
Friendships	<ul style="list-style-type: none"> <li>● Careful seating within the classroom</li> <li>● PATHS</li> <li>● PSHE</li> <li>● Social Stories</li> <li>● ELS</li> </ul>	<ul style="list-style-type: none"> <li>● Lego Therapy</li> <li>● Social Stories</li> </ul>	<ul style="list-style-type: none"> <li>● Partner them up with someone at break times if needed</li> <li>● Lego Therapy</li> </ul>

Co-ordination	<ul style="list-style-type: none"><li>● Minimise the amount they have to cut out, draw tables etc.</li><li>● Bigger equipment in PE</li></ul>	<ul style="list-style-type: none"><li>● Fine motor skills activities</li><li>● Gross motor skills activities</li></ul>	<ul style="list-style-type: none"><li>● Pencil grips</li><li>● 'Squeezy' scissors</li><li>● Range of equipment in PE</li><li>● Sensory Circuits</li><li>● Trim Trail Time</li></ul>
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