

# Individual Learning Support Plan (ILSP) 2025-26

Universal support through quality first teaching			
Communication and Interaction (including ASD)	Cognition and Learning (including Dyslexia)	Sensory and/or Physical (including disabilities)	Social, Mental and Emotional Health (including ADHD)
<ul style="list-style-type: none"> <li>✓ Flexible teaching arrangements</li> <li>✓ Total Communication Approaches</li> <li>✓ Autism Friendly approaches</li> <li>✓ Communication friendly environments</li> <li>✓ Structured school and classroom routines</li> <li>✓ Warning given before change</li> <li>✓ Differentiated curriculum delivery</li> <li>✓ e.g. simplified language/pace of delivery</li> <li>✓ Use of visual, models, resources</li> <li>✓ Visual timetables with images/photos</li> <li>✓ Use of timers</li> <li>✓ Use of symbols/<u>widgets</u></li> <li>✓ Dual coding (word with image)</li> <li>✓ Key vocab displayed on task board</li> <li>✓ Use of signing (Makaton)</li> <li>✓ Repetition/clarification of instructions</li> <li>✓ Planned speaking and listening activities.</li> <li>✓ Role play / drama opportunities.</li> <li>✓ Planned social interaction experiences</li> <li>✓ Speech and Language support groups</li> <li>✓ Attention Builders group</li> <li>✓ Babbling babies/Toddler Talk/Blast/</li> <li>✓ Early Talk Boost Intervention</li> <li>✓ Language enrichment group – LEGs round 1</li> <li>✓ Social communication groups</li> <li>✓ LEGO therapy (group)</li> <li>✓ 'Now and Next' approach</li> <li>✓ Social stories</li> <li>✓ Regular communication with parents</li> </ul>	<ul style="list-style-type: none"> <li>✓ Adapted teaching and learning opportunities (tasks broken down, simplified language)</li> <li>✓ Differentiated output or outcome e.g. use of ICT, fewer sentences</li> <li>✓ Adapted workspace</li> <li>✓ Increased use of visual aids/modelling</li> <li>✓ Increased use of manipulatives</li> <li>✓ Visual timetable</li> <li>✓ 'Now' and 'next' approach</li> <li>✓ Class task board</li> <li>✓ Repetition/clarification of instructions</li> <li>✓ A range of visuals to support learning (Sound chart, word bank, number grid)</li> <li>✓ Use of puzzles, quizzes and games</li> <li>✓ Enriched curriculum offer (visitors/trips)</li> <li>✓ A wide range of reading material</li> <li>✓ Read Write Inc. (levelled groups)</li> <li>✓ Accelerated Reader - scheme</li> <li>✓ Colourful Sentences</li> <li>✓ Spelling sessions</li> <li>✓ Knowledge organisers</li> <li>✓ Mind maps</li> <li>✓ Planners</li> <li>✓ Small group/adult support for English/ maths / foundation subjects</li> <li>✓ Personalised interventions</li> <li>✓ Pre/post teaching (group)</li> <li>✓ Supported retrieval practice</li> <li>✓ Pupil conferencing</li> <li>✓ Regular communication with parents</li> </ul>	<ul style="list-style-type: none"> <li>✓ Considered seating arrangements</li> <li>✓ Considered access arrangements</li> <li>✓ Stage-appropriate resources</li> <li>✓ Resources and opportunities to develop fine motor skills.</li> <li>✓ Resources and opportunities to develop gross motor skills.</li> <li>✓ Planned breaks from learning.</li> <li>✓ Multi-sensory activities and resources</li> <li>✓ Gross motor intervention (group level)</li> <li>✓ Fine motor intervention (group level)</li> <li>✓ Handwriting intervention (group level)</li> <li>✓ TA support in PE lessons</li> <li>✓ Adapted PE resources /activities</li> <li>✓ Additional support and planning for children with sensory/physical needs</li> <li>✓ Planned access to sensory tool kit</li> <li>✓ Supported use of multi-sensory activities and resources</li> <li>✓ Access to equipment - IT, sloping board, pencil grip, wobble cushion, chair band, ear defenders</li> <li>✓ Awareness of fatigue</li> <li>✓ Fit for life intervention</li> <li>✓ Intimate care (EYFS)</li> <li>✓ Regular communication with parents</li> </ul>	<ul style="list-style-type: none"> <li>✓ Consistent positive behaviour approach</li> <li>✓ Behaviour support plan (IBSP)</li> <li>✓ Relational approach</li> <li>✓ Structured school and classroom routines</li> <li>✓ An enriched offer of after-school activities</li> <li>✓ Progressive SMSC, PSHE, SRE curriculum</li> <li>✓ Play leaders available to support</li> <li>✓ Visual timetables</li> <li>✓ Use of visuals/Makaton to assist expression of emotions</li> <li>✓ Visual emotion check-in resources</li> <li>✓ 5-point regulation scale</li> <li>✓ Use of first-hand experiences to stimulate learning</li> <li>✓ School Council</li> <li>✓ Well-being team to support children</li> <li>✓ Breakfast club/after school club</li> <li>✓ Alternative playtime/lunchtime provision</li> <li>✓ Pastoral support</li> <li>✓ Draw and Talk intervention</li> <li>✓ Emotion check-ins</li> <li>✓ ELSA intervention – first wave</li> <li>✓ Bereavement support</li> <li>✓ Team Teach approaches</li> <li>✓ Use of reflection book</li> <li>✓ Regular communication with parents</li> </ul>

Targeted and specialist support			
Communication and Interaction (including ASD)	Cognition and Learning (including Dyslexia)	Sensory and/or Physical (including disabilities)	Social, Mental and Emotional Health (including ADHD)
EP referral / involvement - recommendations Reviewed termly or EHCP outcomes Reviewed termly and annually  <input type="checkbox"/> Individual Speech therapy programme created by Speech therapist <input type="checkbox"/> Language enrichment group – LEGs repeat <input type="checkbox"/> Attention Builders (individual) <input type="checkbox"/> Personalised visual timetable <input type="checkbox"/> Individual ‘Now and Next’ board <input type="checkbox"/> Individual use of visual, models, resource <input type="checkbox"/> Personalised social stories <input type="checkbox"/> Lego Therapy (1:1) <input type="checkbox"/> Use of pecs / clue book / core board <input type="checkbox"/> Outside agency advice (SaLT) <input type="checkbox"/> Outreach Autism support (Mayfield) <input type="checkbox"/> 1:1 support for communication/ interaction <input type="checkbox"/> Core communication board	EP referral / involvement - recommendations Reviewed termly or EHCP outcomes Reviewed termly and annually  <input type="checkbox"/> Bespoke, adapted teaching and learning <input type="checkbox"/> Individual task planner / tasks broken down <input type="checkbox"/> Pre-teaching/post teaching (Individual) <input type="checkbox"/> 1:1 support for English/ maths/foundation subjects <input type="checkbox"/> Precision teaching <input type="checkbox"/> 1:1 reading <input type="checkbox"/> 1:1 RWI / Toe-by-toe / Fresh Start <input type="checkbox"/> 1:1 support part of day / all daily <input type="checkbox"/> Individual workstation <input type="checkbox"/> Individual ‘now + next’ board <input type="checkbox"/> Outside agency advice and support (Educational Psychologist, Mayfield, Chestnut) <input type="checkbox"/> Individual arrangements for tests/SATs <input type="checkbox"/> Adapted ways of recording learning <input type="checkbox"/> Access to individualised / specialist assessment <input type="checkbox"/> TEACCH approach <input type="checkbox"/> Fresh Start (Yrs 4-6)	EP referral / involvement - recommendations Reviewed termly or EHCP outcomes Reviewed termly and annually  <input type="checkbox"/> Provision for specialist equipment <input type="checkbox"/> Gross motor intervention <input type="checkbox"/> Fine motor / handwriting intervention (1:1) <input type="checkbox"/> Individual support/monitoring at lunchtimes <input type="checkbox"/> Individual planning and arrangements for transition through school day <input type="checkbox"/> Enhanced transition arrangements <input type="checkbox"/> Planned/supported use of multi-sensory activities and resources <input type="checkbox"/> Planned and supported sensory breaks <input type="checkbox"/> Outside agency advice (0-19 team, physiotherapist, OT, hearing / visual impairment / habilitation services) <input type="checkbox"/> Individual risk assessment / PEEPS <input type="checkbox"/> Individual intimate care plan <input type="checkbox"/> Individual Health Care Plan <input type="checkbox"/> Individual support with personal needs <input type="checkbox"/> Access to enlarged resources <input type="checkbox"/> Individual arrangements for recording (IT/scribe) <input type="checkbox"/> Individual support with access to the school environment <input type="checkbox"/> Specific adjustment to classroom/ school environment. <input type="checkbox"/> Personalised support and planning for children with sensory/physical needs	EP referral / involvement - recommendations Reviewed termly or EHCP outcomes Reviewed termly and annually  <input type="checkbox"/> Individual Behaviour Support Plan <input type="checkbox"/> Individual risk assessment <input type="checkbox"/> Positive recognition chart <input type="checkbox"/> Special responsibilities <input type="checkbox"/> Enhanced emotion check-ins <input type="checkbox"/> Playtime support/monitoring <input type="checkbox"/> Enhanced support from pastoral team <input type="checkbox"/> Access to a safe space <input type="checkbox"/> Enhanced transition arrangements <input type="checkbox"/> Daily ‘check-ins’ from named adult <input type="checkbox"/> Outside agency advice and support (Educational Psychologist, Chestnut, MHST/CAMHS) <input type="checkbox"/> ELSA support – wave 2+ <input type="checkbox"/> Part-time timetable <input type="checkbox"/> Alternate provision - for part of the day <input type="checkbox"/> Educated other than at school <input type="checkbox"/> Home school liaison book