



School Offer
September 2022

The levels of support and provision offered by our school

Communication and Interaction <i>Including ASD & SCLN</i>	Cognition and Learning <i>Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)</i>	Sensory and/or Physical <i>Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability,</i>	Social, Mental and Emotional Health <i>Including ADHD</i>
<p style="text-align: center;">Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> .Flexible teaching arrangements .Structured school and classroom routines .Warning of change .Differentiated curriculum delivery e.g. simplified language .Increased visual aids/modelling etc. .Visual timetables .Small world play and role Play .Repetition/clarification of instructions .Opportunities to work with younger/older pupils .Assemblies with appropriate signs and visual aids used .Role play situations/Drama .Show and tell' / speaking opportunities 	<p style="text-align: center;">Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> .Differentiated tasks .Differentiated delivery e.g. simplified language, slower lesson pace, scaffolded sheet for recording .Repetition/clarification of instructions .Differentiated output or outcome e.g. use of ICT, fewer sentences .Increased visual aids/modelling etc. .Visual timetables .Alphabet, word and number charts, mats, banks etc. .Use of puzzles and games .Illustrated/spelling dictionaries .Use of writing frames .Ensuring appropriate reading material available including .Weekly spelling lists (phonics led) 	<p style="text-align: center;">Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> .Flexible seating arrangements .Handwriting/fine motor control programme .Specialist resources - pencil grips, triangular pencils, variety of types of scissors .Multi-sensory equipment .Construction .Tools and Materials e.g. brushes/pencils, collage .Range of equipment & opportunities for balancing, exploring etc. .Brain gym exercises .Sand and water play .Provision of left handed equipment .Written signs for class labels in classes .Wake and Shake .Huff and Puff .Seating arrangements (r-handed, l-handed etc) 	<p style="text-align: center;">Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> .Whole school behaviour policy .Golden Rules .Positive behaviour strategies .Structured school and classroom routines .Positive reward systems .Consistent and progressive sanction system for when rules broken .PACE approach used by adults .School Council .Teaching listening through circle time games .Use of puzzles and games .Involvement in after school clubs .Individual jobs and responsibility .Support of lunchtime supervisors at lunchtime

	<ul style="list-style-type: none"> .Multi-sensory phonics approach e.g. Read Write Inc. (RWInc) .Pastel backgrounds on Interactive Whiteboards .Individual whiteboard 		<p>PSHE curriculum includes social, emotional aspects of learning</p> <p>Playground friends and buddies available</p> <ul style="list-style-type: none"> .Variety of teaching styles used to suit pupils .Visual timetables .Use of symbols .Use of first hand experiences to stimulate learning
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Targeted Provision <i>Provision for needs that are additional and different</i> <ul style="list-style-type: none"> .Speech and Language support groups .Individual Provision Map .Social stories 	Targeted Provision <i>Provision for needs that are additional and different</i> <ul style="list-style-type: none"> .Individual Provision Map .In-class TA support for English .In-class TA support for maths .Visual/auditory perception group activities .Differentiated resources .Task Board .Group use of ICT programmes .Small group of support for literacy outside class e.g. RWInc phonics catch up .Small group of support for maths outside class .Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats .Aurally Coded Dictionaries 	Targeted Provision <i>Provision for needs that are additional and different</i> <ul style="list-style-type: none"> .Individual Provision Map .Gross Motor skills programme .Sports events - additional preparation .Handwriting scheme .Use of technology to aid recording 	Targeted Provision <i>Provision for needs that are additional and different</i> <ul style="list-style-type: none"> .Individual Provision Map .Socially Speaking .Use of buddy system .Nurture group .Emotional literacy games

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<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> .Individual Provision Map or EHCP .Personalised timetable .Individual speech therapy care plans. .Individual visual timetables / schedule .Visual Supports eg Now/Next boards; choice boards; .Individual ICT programmes .Work station for part of day .Social stories .Outside agency advice .Individual risk assessments .Sensory Diet ; Fun Fit; .Breakout space .Sensory room .Sensory walks .Increased Adult Support .Additional planning and arrangements for transition 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> .Individual Provision Map or EHCP .Pre-teaching of class learning .Reinforcement practice of class learning .Use of individual ICT programmes targeting learning e.g.; Nessy etc) .One to one support for English/phonics outside class e.g. RWInc, .List of current topic words .Individual arrangements for SATs .Additional planning and arrangements for transition .Outside agency advice .Tinted overlays/rulers 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> .Individual Provision Map or EHCP .Individual handwriting/fine motor skills work .TA support at lunchtimes .Individual planning and arrangements for transition .Outside agency advice .Individual risk assessment .Individual intimate care plan .Individual manual handling plan .Access to enlarged resources .Awareness of fatigue .Scribe provided .Physio/OT exercises .Classroom access .Chewy toys (chewellery) .Ear defenders .Stress toys .Other sensory aids (e.g. weighted blanket) 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> .Individual Provision Map or EHCP .Individual reward/sanction .TA support - communication of feelings .TA support individual debriefing/pre- empting .Individual Behaviour Plan .Playtime monitoring .Counselling from outside agency - referral made .Input from behaviour support team .Individual seating or work station for aiding concentration for part of day .Home school liaison book .Weekly feedback to parents face-to-face .Time out system and space .Additional transition arrangements .Individual risk assessments .Planned used of physical positive handling (Team Teach)

<ul style="list-style-type: none"> .Home/School book .Ear Defenders .Chewy toys (chewellery) .Stress toys .Other sensory aids (e.g. weighted blanket) 		<ul style="list-style-type: none"> .TA support in PE/dance/games 	<ul style="list-style-type: none"> .CAMHS involvement and referral .Penhaligon's Friends (bereavement support) .Draw and Talk .Dreadnought sessions - individual or group .Music therapy sessions .Play therapy
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