



School Offer
September 2021

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 <ul style="list-style-type: none"> • Repetition/clarification of instructions • Opportunities to work with younger/older pupils • Assemblies with appropriate signs and visual aids used • Role play situations/Drama 	<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 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 	<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 • School Council • Teaching listening through circle time games • Use of puzzles and games • Involvement in after school clubs • Individual job and responsibility • Support of lunchtime supervisors at lunchtime

<ul style="list-style-type: none"> 'Show and tell' / speaking opportunities 	<ul style="list-style-type: none"> Multi-sensory phonics approach e.g. Read Write Inc. (RWInc) Pastel backgrounds on Interactive Whiteboards Individual whiteboard 	<ul style="list-style-type: none"> Huff and Puff Seating arrangements (r-handed, l-handed etc) 	<ul style="list-style-type: none"> SEAL curriculum weekly focus on social, emotional aspects of learning Playground friends and buddies available VAK - 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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<p>Targeted Provision <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> Speech and Language support groups Individual Provision Map Social stories 	<p>Targeted Provision <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> Individual Provision Map In-class TA support for literacy In-class TA support for Numeracy 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, Small group of support for maths outside class Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats Aurally Coded Dictionaries 	<p>Targeted Provision <i>Provision for needs that are additional and different</i></p> <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 	<p>Targeted Provision <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> Individual Provision Map Socially Speaking Use of buddy system R-Time Nurture group

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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 	<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 literacy 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/monitoring 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 • Handwriting • Physio/OT exercises 	<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

<ul style="list-style-type: none"> • Sensory Diet ; Fun Fit; TAC PAC; • Breakout space • Increased Adult Support • Additional planning and arrangements for transition • Home/School book • Ear Defenders • Chewy toys (chewelery) • Stress toys • Other sensory aids (e.g. weighted blanket) 		<ul style="list-style-type: none"> • Classroom access • Chewy toys (chewelery) • Ear defenders • Stress toys • Other sensory aids (e.g. weighted blanket) • TA support in PE/dance/games 	<ul style="list-style-type: none"> • weekly feedback to parents face-to-face • Time out system and space • Additional transition arrangements • Individual risk assessments • Internal exclusion • Planned used of physical positive handling (Team Teach) • CAMHS involvement and referral • Penhaligon's Friends (bereavement support) • Draw and Talk
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