



School Offer
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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>Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> .Screening by MAT speech and language therapist .Flexible teaching arrangements .Structured school and classroom routines .Warning of change .Differentiated curriculum delivery e.g. simplified language .Increased visual aids/modelling etc. . Use of dual coding .Visual timetables .Small world play and role play .Repetition/clarification of instructions .Opportunities to work with younger/older pupils 	<p>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. .Steps to success displayed .Visual timetables .Alphabet, word and number charts, mats, banks etc. .Steps to success are displayed for activities .Use of puzzles and games .Illustrated/aurally coded dictionaries .Use of writing frames 	<p>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 .Sensory experience planned as part of the curriculum .Construction .Tools and Materials e.g. brushes/pencils, collage .Range of equipment & opportunities for balancing, exploring etc. .Brain gym exercises .Fine motor skills enhancing activities planned for as part of the curriculum .Sand and water play 	<p>Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> .Whole school behaviour policy .Golden Rules and 4Rs .Culture of the Heart Curriculum .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 and Class Councils .Teaching listening through circle time games .Involvement in after school clubs .Individual jobs and responsibilities

<ul style="list-style-type: none"> .Whole school focus on oracy, including "talking lunches." .Assemblies with appropriate signs and visual aids used .Role play situations/drama .Show and tell / speaking opportunities .Language Builder (EKLAN) approach by specialist TAs 	<p>Reading material available closely matches children's phonic/comprehension ability</p> <ul style="list-style-type: none"> .Weekly spelling lists (phonics led) .Multi-sensory phonics approach e.g. Read Write Inc. (RWInc) .Pastel backgrounds on Interactive Whiteboards .Individual whiteboards for notetaking .Sensory resources may be used to aid concentration eg theraband on chair 	<ul style="list-style-type: none"> .Provision of left handed equipment .Wake and Shake .Huff and Puff .Seating arrangements (r-handed, l-handed etc) .Dark tents available .Range of gross motor skill enhancing equipment available at break times 	<ul style="list-style-type: none"> .Support of lunchtime supervisors at lunchtime Playground Pals peer support PSHE curriculum includes social, emotional aspects of learning .Variety of teaching styles used to suit pupils .Visual timetables .Steps to success .Use of first hand experiences to stimulate learning
<p style="text-align: center;">Communication and Interaction <i>Including ASD & SCLN</i></p>	<p style="text-align: center;">Cognition and Learning <i>Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)</i></p>	<p style="text-align: center;">Sensory and/or Physical <i>Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability</i></p>	<p style="text-align: center;">Social, Mental and Emotional Health <i>Including ADHD</i></p>
<p style="text-align: center;">Targeted Provision <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> .Speech and language plans provided by MAT speech and language therapist .Speech and Language support groups .Individual Provision Map?IEP .Social stories .Group work with ELKAN trained TA 	<p style="text-align: center;">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 English .In-class TA support for maths .Differentiated resources .Task Board .Dual coding .Group use of ICT programmes .Small group 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 	<p style="text-align: center;">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 .Fine motor .Sports events - additional preparation .Handwriting scheme .Use of technology to aid recording .Use of sensory and brain breaks throughout the day, as appropriate to the class or group 	<p style="text-align: center;">Targeted Provision <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> .Individual Provision Map .Educational Mental Health Practitioner runs groups around specific issues eg anxiety .Socially Speaking .Use of buddy system .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 plans .Breakout space .Sensory room .Sensory walks .Increased Adult Support .Additional planning and arrangements for transition .Home/School book .Ear Defenders .Chewy toys (chewellery) .Stress toys .Other sensory aids (e.g. weighted blanket, dark tents) .Support from ASD Team Support from Educational Psychologist 	<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/vocabulary .Reinforcement practice of class learning .Use of individual ICT programmes targeting learning e.g.: Nessy etc) .One to one support for English/phonics in addition to class time e.g. RWInc, .Individual arrangements for SATs .Additional planning and arrangements for transition .Dyslexia screener .Tinted overlays/rulers .Educational Psychology involvement .Advice and assessments sought from other outside agencies .Take 2 educational, social and emotional support 	<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 .Advice and assessment sought from the Occupational Therapy Team .Individual handwriting/fine motor skills work .TA support at lunchtimes .TA support during PE .Individual planning and arrangements for transition .Scheduled sensory breaks .Sensory diet .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 and dark tents) .Access to the sensory room 	<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 system .TA support to assist communication of feelings .TA support debriefing/pre-empting difficult situations .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) .CAMHS involvement and referral .Penhaligon's Friends (bereavement support) .Draw and Talk .Dreadnought sessions .Individual work with the Educational Mental Health Practitioner .Changing Lives Through Horses .Take 2 educational, social and emotional support

