

Boyton Primary School

School Offer



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; I Multi-Sensory Impairment; Physical Disability,</i>	Social, Mental and Emotional Health <i>Including ADHD</i>
<p>Universal Provision - Wave 1 <i>provision for all</i></p> <ul style="list-style-type: none"> ○ Flexible teaching arrangements ○ Structured school and classroom routines ○ Views and opinions of pupils taken into consideration via questionnaires and conferencing. ○ Consider tone of voice ○ Warning of change ○ Differentiated / adapted curriculum delivery e.g. simplified language ○ Increased visual aids/modelling etc. ○ Visual timetables ○ Use of visual symbols including PECs ○ Speaking and listening opportunities 'Show and tell' / speaking opportunities ○ ICT programmes to support language ○ Small world play and Role Play ○ Repetition/clarification of instructions ○ Opportunities to work with younger/older pupils ○ Role play situations/Drama ○ On alert, catch up interventions ○ Contact with parent carers via email, phone, reading diaries and EYFS learning journey. 	<p>Universal Provision - Wave 1 <i>provision for all</i></p> <ul style="list-style-type: none"> ○ Differentiated / adapted tasks ○ Adapted delivery e.g. simplified language, slower lesson pace, supportive sheet for recording, recording methods ○ Longer processing time given ○ Repetition/clarification of instructions ○ Adapted output / outcomes e.g use of ICT, fewer sentences ○ Concrete manipulatives / range of teaching resources ○ Variety of technology to support teaching and learning ○ Adapted recording methods e.g. use of ICT including c-pen , fewer sentences ○ Increased visual aids/modelling etc. ○ Visual timetables ○ Phonics, word and number charts, mats, banks etc. ○ Use of puzzles and games ○ Illustrated dictionaries ○ Use of writing frames ○ Ensuring appropriate reading material available ○ RWI programme ○ Spelling lists programme across school ○ Multi-sensory approaches to tasks ○ Individual white board ○ Pastel backgrounds on interactive boards available 	<p>Universal Provision - Wave 1 <i>provision for all</i></p> <ul style="list-style-type: none"> ○ Flexible seating arrangements ○ Handwriting/fine motor skill intervention ○ Specialist resources - pencil grips, triangular pencils, variety of types of scissors, writing slope ○ 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 / right handed equipment and seating position ○ Written signs for class labels in classes supported by visuals ○ On alert, catch up interventions ○ Contact with parent carers via email, phone, reading diaries and EYFS learning journey. ○ 	<p>Universal Provision - Wave 1 <i>provision for all</i></p> <ul style="list-style-type: none"> ○ Whole school positive behaviour approach / strategies / policy ○ Positive behaviour strategies ○ Emotional coaching techniques ○ Structured school and classroom routines supported by visuals including widgets ○ Regulation station ○ Positive reward systems ○ Consistent and progressive response for when rules broken ○ Teaching listening through games ○ Use of puzzles and games ○ Involvement in after school clubs ○ Individual job and responsibility ○ Support of lunchtime supervisors at lunchtime ○ Weekly focus on social, emotional aspects of learning - PSHE ○ Mental Health Practitioner class workshops ○ Playground friends and buddies available ○ Variety of teaching styles used to suit pupils ○ Visual timetables ○ Use of visuals and symbols ○ Use of first hand experiences to stimulate learning.

<ul style="list-style-type: none"> ○ Transition sessions when moving classes 	<ul style="list-style-type: none"> ○ On alert, catch up interventions ○ Access to ICT ○ Rapid recall (maths) ○ Contact with parent carers via email, phone, reading diaries and EYFS learning journey. 		<ul style="list-style-type: none"> ○ Contact with parent carers via email, phone, reading diaries and EYFS learning journey.
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Adaptation plans where concerns have arisen to evidence quality first teaching that is in place based on the concern and the impact.

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Targeted Provision - Wave 2 <i>Provision for needs that are additional and different</i>	Targeted Provision - Wave 2 <i>Provision for needs that are additional and different</i>	Targeted Provision - Wave 2 <i>Provision for needs that are additional and different</i>	Targeted Provision - Wave 2 <i>Provision for needs that are additional and different</i>
<ul style="list-style-type: none"> ○ APDR cycle ○ Speech and Language support groups ○ Speech and language resources - communication board, non-verbal ways to communicate ○ Time and support given before responses required ○ Now and Next board ○ Modelling of good language throughout the school. ○ 1:1 Speech and Language sessions ○ Multi-sensory storytelling strategies. ○ Social stories ○ Access to autism champions ○ Advice from outside professionals ○ Pupil one page profiles 	<ul style="list-style-type: none"> ○ APDR cycle ○ In-class TA / CT support for literacy (small group) ○ In-class TA / CT support for Numeracy (small group) ○ Additional thinking time for processing oral and visual information ○ Differentiated / adapted resources ○ Pre-teach sessions, extra scaffolds for learning ○ Focus skills interventions ○ Additional daily reading ○ Multi-sensory strategies ○ Dictaphones ○ C-pen ○ Talking tin ○ Overlays ○ Timers ○ Task management Boards 	<ul style="list-style-type: none"> ○ APDR cycle ○ Intimate care plan ○ Fine Motor skills intervention ○ Gross Motor skills intervention ○ Fun fit ○ Differentiated PE resources ○ Sports events - additional preparation ○ Handwriting intervention ○ Strategies and equipment to support pupils who are left handed - seating and resources ○ ICT for recording ○ Enlarged resources ○ Coloured overlays ○ Advice from outside professionals ○ Regular contact with parents / carers ○ Additional transition opportunities when moving classes ○ 	<ul style="list-style-type: none"> ○ APDR cycle ○ Alternative lunch-time provision ○ Socially Speaking / We thinkers social interventions ○ Lego therapy ○ 5 point scales, emotional thermometers ○ Anxiety gremlin ○ Anger gremlin ○ Emotions intervention ○ Non-verbal communication system - cards to show feelings ○ Use of sensory items e.g fidgets ○ Use of sensory equipment e.g. swivel chair ○ Use of buddy system ○ TIS intervention ○ Mental Health Practitioner support

<ul style="list-style-type: none"> ○ Regular contact with parents / carers ○ Additional transition opportunities when moving classes 	<ul style="list-style-type: none"> ○ Small group of support for literacy outside class e.g. RWInc, ○ Support for reading comprehension, e.g. comprehension exercises, word mats ○ Test support - scribes / readers ○ Phonological Awareness activities ○ Precision Teaching ○ Working memory support ○ Pastel paper ○ Advice from outside professionals ○ Regular contact with parents / carers ○ Additional transition opportunities when moving classes 		<ul style="list-style-type: none"> ○ Soft landings - transitions between parts of the day ○ Now and Next board ○ Responsibilities around the school ○ Adult check ins ○ Sensory breaks ○ Extra support at transitions - extra visits, transition passports ○ Advice from outside professionals ○ Regular contact with parents / carers ○ Additional transition opportunities when moving classes
<p>Communication and Interaction <i>Including ASD & SCLN</i></p>	<p>Cognition and Learning <i>Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)</i></p>	<p>Sensory and/or Physical <i>Visual Impairment; Hearing Impairment;, Multi-Sensory Impairment; Physical Disability</i></p>	<p>Social, Mental and Emotional Health <i>Including ADHD</i></p>
<p>Specialist Provision - Wave 3 <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ APDR and EHCP ○ Alternative curriculum planning - personalised resources ○ Opportunities for alternative provision ○ Personalised timetable ○ Individual Speech therapy Care Plans. ○ Intervention delivered by Speech therapist ○ Individual visual timetables ○ Visual Supports eg Now/Next boards; Choice Boards; ○ Individual ICT programmes ○ Work station for part of day ○ Individual risk assessments ○ Calm / safe space 	<p>Specialist Provision - Wave 3 <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ APDR and EHCP ○ Alternative curriculum planning - personalised resources ○ Opportunities for alternative provision ○ Pre-teaching of class learning ○ Reinforcement practice of class learning ○ Task board ○ Now and Next board ○ Use of individual ICT programmes targeting learning ○ One to one support for literacy outside class e.g. Read, Write, Ink ○ One to one support for maths outside class ○ List of current and future topic words ○ Concrete resources 	<p>Specialist Provision - Wave 3 <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ APDR and EHCP ○ Alternative curriculum planning - personalised resources ○ Opportunities for alternative provision ○ Accessibility arrangements ○ Provision of specialist equipment - ICT, sloping board, grips, sticky mats, special cushion etc ○ Individual learning station ○ Individual handwriting/fine motor skills work ○ TA support/monitoring at lunchtimes ○ Individual planning and arrangements for transition through the day ○ Individual risk assessment ○ Individual intimate care plan ○ Individual manual handling plan 	<p>Specialist Provision - Wave 3 <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ APDR and EHCP ○ Alternative curriculum planning - personalised resources ○ Opportunities for alternative provision ○ Individual reward/sanction scheme ○ TA support - communication of feelings ○ TA support individual debriefing/pre-empting ○ Individual Behaviour Plan ○ Playtime monitoring ○ Anger management / co regulation ○ Meet and greet - transitional support where needed ○ Counselling from outside agency through referral system

<ul style="list-style-type: none"> ○ Augmented Communication aids ○ Makaton ○ Sensory breaks ○ Sensory aids ○ Increased Adult Support ○ Additional planning and arrangements for transition ○ Assessments from outside professionals ○ Home/School book ○ Social stories ○ Ear defenders ○ Outside agency advice ○ Daily contact with parents / carers ○ Additional transition opportunities when moving classes 	<ul style="list-style-type: none"> ○ Multi-sensory approaches ○ TA support daily ○ Precision teaching ○ Recording menus ○ Individual arrangements for SATs ○ Additional planning and arrangements for transitions during the day ○ Dyslexia-friendly resources ○ Dyscalculia support resources ○ Tinted overlays/rulers ○ Readers and scribes ○ ICT support ○ Transition arrangements, particularly to secondary school ○ Outside agency advice ○ Daily contact with parents / carers ○ Additional transition opportunities when moving classes 	<ul style="list-style-type: none"> ○ Awareness of fatigue ○ Access to enlarged resources ○ Scribe in class ○ Physio exercises ○ Access to nurture space ○ Chewy toys (chewelery) ○ Ear defenders ○ Sensory aids ○ TA support in PE/dance/games ○ Alternative PE curriculum ○ Sensory diet : funfit ○ Access to sensory space ○ Access to outside spaces ○ Outside agency advice ○ Daily contact with parents / carers ○ Additional transition opportunities when moving classes 	<ul style="list-style-type: none"> ○ Input from professional support agencies :Early Help Hub, , Family support worker, child mental health support worker ○ Individual seating or work station for aiding concentration for part of day ○ Access to nurture space ○ Time out system ○ Planned use of physical positive handling (Team Teach) ○ Sensory breaks ○ Additional transition arrangements ○ Individual risk assessment ○ CAMHS involvement through referral ○ Penhaligon's Friends (bereavement support) ○ Draw and Talk ○ Safe space / key adults ○ Outside agency advice ○ Home school liaison book / emails / meetings ○ Daily contact with parents / carers ○ Additional transition opportunities when moving classes
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