Landewednack C.P.School

School Offer

SEN Services Southwest

Communication and Interaction *Including ASD & SCLN*	**Cognition and Learning** *Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)*	**Sensory and/or Physical** *Visual Impairment; Hearing Impairment;I Multi-Sensory Impairment; Physical Disability,*	**Social, Mental and Emotional Health** *Including ADHD*
Universal Provision *provision for all* ○ 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 ○ Use of symbols; PECs ○ ICT programmes to support language ○ 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	**Universal Provision** *provision for all* ○ Differentiated tasks ○ Differentiated delivery e.g. simplified language, slower lesson pace, supportive 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. ○ Weekly spelling lists (phonics led) ○ Touch-type sessions ○ Structured Synthetic phonics approach eg. Letters and sounds ○ Multi-sensory phonics approach e.g. Read Write Inc. (RWInc) ○ Pastel bockgrounds on Interactive Whiteboards ○ Individual white boards	**Universal Provision** *provision for all* ○ 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)	**Universal Provision** *provision for all* ○ Whole school behaviour policy ○ Diamond Rules ○ SHINE values ○ 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 ○ SEAL curriculum weekly focus on social, emotional aspects of learning ○ Mental Well Being PHSE curriculum ○ 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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Including ASD & SCLN	*Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)*	*Visual Impairment; Hearing Impairment;, Multi-Sensory Impairment; Physical Disability*	**Emotional Health** *Including ADHD*
Targeted Provision *Provision for needs that are additional and different* ○ Speech and Language support groups ○ Individual Provision Map	**Targeted Provision** *Provision for needs that are additional and different* ○ Individual Provision Map ○ In-class TA support for literacy ○ In-class TA support for Numeracy ○ Differentiated resources ○ Multi-sensory letter work & spelling programmes - use of playdough ○ Task Board ○ Group use of ICT programmes such as Phonics Play ○ Small group of support for literacy outside class e.g. RWInc, ○ Small group of support for maths outside class e.g. ○ Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats ○ Phonological Awareness programme- OSMO ○ Working Memory Group ○ Precision Teaching ○ Aurally Coded Dictionaries ○ Pastel paper	**Targeted Provision** *Provision for needs that are additional and different* ○ Individual Provision Map ○ Fine Motor skills programme ○ Gross Motor skills programme ○ Sports events – additional preparation when needed. ○ Handwriting scheme	**Targeted Provision** *Provision for needs that are additional and different* ○ Individual Provision Map ○ Alternative lunch-time provision ○ Use of buddy system ○ R-Time ○ Thrive
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Specialist Provision *Provision for specialist needs* ○ Individual Provision Map or EHCP ○ Personalised timetable ○ Individual Speech therapy ○ Intervention delivered by Speech therapist or specialist TA ○ Individual visual timetables / schedule ○ Visual Supports eg Now/Next boards; Choice Boards; ○ Work station for part of day ○ Social stories ○ Outside agency advice ○ Individual risk assessments ○ Sensory Diet ; Fun Fit; ○ Sensory aids ○ Access to Sensory Room ○ Calm Place ○ 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)	**Specialist Provision** *Provision for specialist needs* ○ Individual Provision Map or EHCP ○ Reinforcement practice of class learning ○ Use of individual ICT programmes targeting learning e.g. word shark, phonics play, Accelerated Reader ○ One to one support for literacy outside class - RWInc, ○ Toe by Toe ○ List of current and future topic words ○ Individual arrangements for SATs ○ Additional planning and arrangements for transition ○ Outside agency advice ○ Efficient word processing ○ Tinted overlays/rulers ○ OSMO	**Specialist Provision** *Provision for specialist needs* ○ Individual Provision Map or EHCP ○ Provision of specialist equipment – ICT, sloping board, grips, special cushion etc ○ Individual handwriting/fine motor skills work, such as Speed Up ○ TA support/monitoring at lunchtimes ○ Individual planning and arrangements for transition ○ Outside agency advice ○ Individual risk assessment when needed ○ Individual intimate care plan ○ Individual manual handling plan when needed ○ Access to enlarged resources ○ Awareness of fatigue ○ Scribe provided ○ Handwriting ○ Physio exercises ○ Classroom access ○ Chewy toys (chewelery) ○ Ear defenders ○ Stress toys ○ Other sensory aids (e.g. weighted blanket) ○ TA support in PE/dance/games	**Specialist Provision** *Provision for specialist needs* ○ Individual Provision Map or EHCP ○ Individual reward/sanction ○ TA support – communication of feelings ○ TA support individual debriefing/pre-empting ○ Individual Behaviour Plan ○ Playtime monitoring ○ Anger Management ○ Thrive sessions ○ 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 when needed ○ Internal exclusion ○ Planned used of physical positive handling (Team Teach) ○ CAMHS involvement and referral ○ Penhaligon's Friends (bereavement support)