|  |
| --- |
| A logo of a school  Description automatically generatedA logo of a school  Description automatically generated**Universal Provision****CARBEILE JUNIOR SCHOOL****SCHOOL OFFER**(Provision for all) |
| **Communication and Interaction***Including ASD & SCLN* | **Cognition and Learning***Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD****)*** | **Sensory and/or Physical***Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability* | **Social, Mental and** **Emotional Health***Including ADHD* |
| * 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 visual symbols
* Key vocabulary made clear on Notebook slides.
* 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
 | * Differentiated tasks
* Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording
* Repetition/clarification of instructions
* Total recall slides to support with recall of learning
* 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)
* Structured phonics approach – Little Wandle
* Pastel backgrounds on Interactive Whiteboards
* Pastel coloured paper
* Individual white boards
 | * Flexible seating arrangements
* Handwriting/fine motor control programme
* Specialist resources – pencil grips, triangular pencils, variety of types of scissors
* Multi-sensory equipment
* Tools and materials e.g. brushes/pencils, collage
* Range of equipment & opportunities for balancing, exploring etc.
* Brain gym exercises
* Provision of left-handed equipment
* Written signs for class labels in classes
* Regular brain breaks
* Seating arrangements (r-handed, l-handed etc)
* Pastel coloured paper
* Health and safety risk assessments for educational visits
 | * Whole school behaviour policy
* Positive behaviour strategies and 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
* Jigsaw RSHE curriculum weekly focus on social, emotional aspects of learning
* Playground friends and buddies available
* Visual timetables
* Use of symbols
* Use of first-hand experiences to stimulate learning
* Regular brain breaks
* Forest school activities
 |
| **Targeted Provision**(Provision for needs that are additional and different) |
| **Communication and Interaction***Including ASD & SCLN* | **Cognition and Learning***Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD****)*** | **Sensory and/or Physical***Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability* | **Social, Mental and Emotional Health***Including ADHD* |
| * Individual Provision Plans
* Speech and Language support groups
* Support from autism champion through LEGO / Jigsaw interventions
 | * Individual Provision Plans
* In-class TA support for English
* In-class TA support for maths
* Visual/auditory perception group activities
* Specific differentiation of resources
* Multi-sensory letter work & spelling programmes
* Task Board
* Group use of ICT programmes
* Nurture Class for children working well below age-group expectations
* Support for reading comprehension, through phonics groups
* Precision Teaching where required
* Different coloured paper/highlighters where required
 | * Individual Provision Plans
* Fine Motor skills programme through Ninja Kids intervention
* Gross Motor skills programme through Ninja Kids intervention
* Sports events – additional preparation
* Handwriting scheme as appropriate
* Sensory aids e.g. fiddles; weighted blankets; chewies
 | * Individual Provision Plans
* Alternative lunch-time provision as required
* Thrive/TIS approach interventions
* Socially Speaking intervention
* Circle of Friends
* Intervention from the Mental Health Support Team through 1:1 or group sessions
* Play Therapy
* Music Therapy
 |

|  |
| --- |
| **Specialist Provision**(Provision for specialist needs) |
| **Communication and Interaction***Including ASD & SCLN* | **Cognition and Learning***Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD****)*** | **Sensory and/or Physical***Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability* | **Social, Mental and Emotional Health***Including ADHD* |
| * Individual Provision Plan and EHCP
* Individual Speech therapy Care Plans.
* Intervention delivered by Speech therapist or specialist TA
* Individual visual timetables / schedule where appropriate
* Visual Supports e.g. Now/Next boards; Choice Boards;

Task Board* Individual ICT programmes
* Individual work stations
* Social stories
* Outside agency advice
* Individual risk assessments and personalised medical/care plans
* Augmented Communication aids
* Sensory Diet
* Access to Sensory Room
* Calm Place
* Increased Adult Support
* Additional planning and arrangements for transition
* Home/School book if appropriate
* Involvement from Educational Psychologist
 | * Individual Provision Plan and EHCP
* Pre-teaching of class learning
* Reinforcement practice of class learning
* Use of individual ICT programmes targeting learning
* One to one support for English and maths where required
* Toe by Toe
* List of current and future topic words
* TA support with Provision Plan outcomes
* Individual arrangements for SATs
* Additional planning and arrangements for transition
* Outside agency advice
* Dyslexia packs/resources if required
* Tinted overlays/rulers
* Task Board
* Individual sensory aids e.g. fiddles; weighted clothing; chewies
* Involvement from Educational Psychologist
 | * Individual Provision Plan and EHCP
* Provision of specialist equipment – ICT, sloping board, grips, sticky mats, special cushion etc
* Individual handwriting/fine motor skills work
* TA support/monitoring at lunchtimes
* Personalised sensory aids e.g. fiddles; weighted clothing; chewies
* Individual planning and arrangements for transition
* Outside agency advice
* Individual risk assessment
* Individual intimate care plan
* Individual Accessibility Plan
* Access to enlarged resources
* Awareness of fatigue
* Scribe provided if necessary
* Physio exercises if required
* Classroom access
* Chewy toys
* Ear defenders
* Stress toys
* Other sensory aids (e.g. weighted blanket)
* TA support in PE/dance/games
* Involvement from Educational Psychologist
 | * Individual Provision Map and EHCP
* Individual reward/sanction
* TA support – communication of feelings
* TA support individual debriefing/pre-empting
* Individual Behaviour Plan
* Playtime monitoring
* Anger Management
* Counselling from outside agency – referral made
* Input from behaviour support team
* Individual seating or workstation 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/ Geremiah’s Journey (bereavement)
* Involvement from Educational Psychologist
 |