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| 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 |

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| **Specialist Provision**  (Provision for specialist needs) | | | |
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| * 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 |