

**CARBEILE JUNIOR SCHOOL**

**SCHOOL OFFER**

1. **Specialist Provision**

Specialist provision describes the highest level of provision that is required for only a **few** children where it is necessary to provide highly tailored interventions to support children in making progress and enable them to achieve their potential. This may include specialist interventions and/or adults. Children will be on the SEND register and may have an Education, Health and Care Plan (EHCP).

1. **Universal Provision**

Universal provision describes quality first inclusive teaching which considers the learning needs of **all** the children in the classroom. This includes providing differentiated learning and creating an effective, inclusive learning environment. This is the first step in responding to children who have or may have special educational needs.

1. **Targeted Provision**

Targeted provision describes specific, additional and time-bound interventions provided for **some** children who are not making the expected progress through the universal provision and need additional support in one or more areas. Some children’s needs may also be supported through involvement of external agencies. At this targeted level, children will be added to the SEN register.

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| **Universal Provision**(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
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| **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) |
| **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
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